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THE OBJECTIVES OF THIS TWO YEAR STUDY WERE--(1) TABULATION OF VOCATIONAL STATUS, (2) DETERMINATION OF SCHOOL AND POST-SCHOOL FACTORS LEADING TO JOB SUCCESS OR FAILURE, AND (3) LOCATING PROBLEM AREAS IN TOTAL JOB PROCESS. POST-SCHOOL VOCATIONAL INFORMATION WAS OBTAINED FROM 177 DEAF WOMEN WHO HAD ATTENDED THE LEXINGTON SCHOOL FOR THE DEAF PRIOR TO 1957. QUESTIONNAIRES ANSWERED BY THE WOMEN, SCHOOL RECORDS, INTERVIEWS WITH SOME OF THE WOMEN, THEIR PARENTS, AND THEIR CURRENT EMPLOYERS WERE USED TO COLLECT DATA. INFORMATION ON MARITAL, SOCIO-ECONOMIC, EDUCATIONAL, AND VOCATIONAL STATUS, EDUCATIONAL BACKGROUND, AND COMMUNICATIVE FUNCTIONING ON THE JOB IS PRESENTED IN TABULAR FORM. RESULTS OF THE STUDY SHOW THAT THE DEAF WOMAN WHO WORKS PARALLELS HER HEARING PEERS IN TRAINING STATUS AND EXPECTATIONS RELATING TO HER JOB. ACADEMICALLY TRAINED DEAF WOMEN DIFFER FROM THE VOCATIONALLY TRAINED IN OCCUPATIONAL STATUS, JOB GOALS, SOCIAL SKILLS, AND JOB MOBILITY. THE SCHOOL PLAYS A DUAL ROLE--(1) FOR THE ACADEMIC GROUP, SKILLS IN LANGUAGE, COMMUNICATION, AND GENERAL OCCUPATIONAL AWARENESS WERE MOST BENEFICIAL AND (2) FOR THE VOCATIONAL GROUP, SPECIFIC JOB SKILLS WERE MOST IMPORTANT. PROBLEMS IN OCCUPATIONAL ADJUSTMENT CENTERED AROUND WORKING CONDITIONS AND INTERPERSONAL RELATIONSHIPS, ALTHOUGH ON THE WHOLE BOTH THE DEAF WOMEN AND THEIR EMPLOYERS WERE MUTUALLY SATISFIED. REFERENCE LISTS AND BIBLIOGRAPHY CITE 49 ITEMS. THIS DOCUMENT WAS PUBLISHED BY THE LEXINGTON SCHOOL FOR THE DEAF, 904 LEXINGTON AVENUE, NEW YORK, NEW YORK 10021. (MW)

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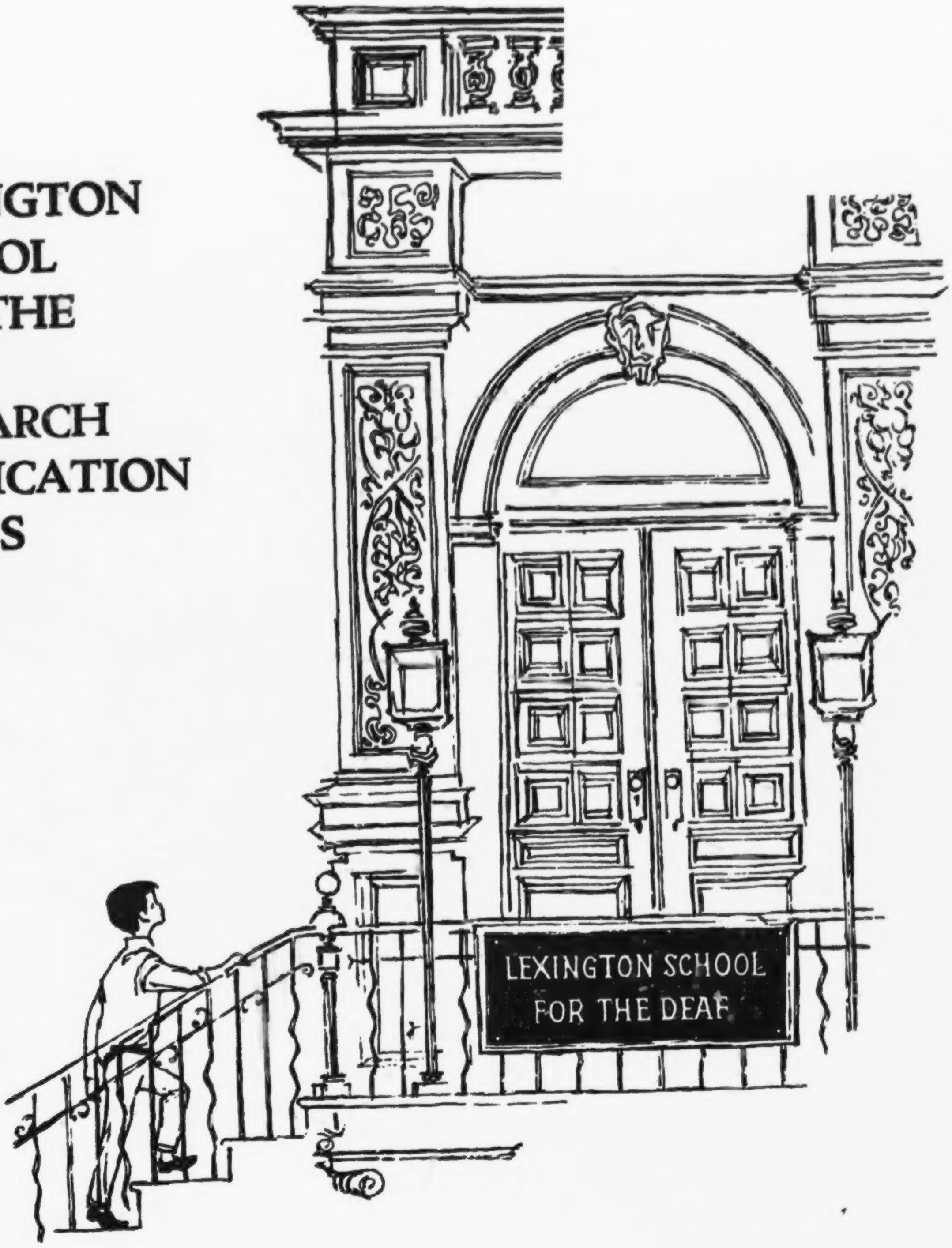
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VOCATIONAL STATUS AND ADJUSTMENT OF DEAF WOMEN

by

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CHAPTER I

INTRODUCTION

Of all the workers who are physically handicapped, it is the deaf worker who outwardly most closely resembles his hearing peer. Commonly included among the unseen factors that differentiate the deaf worker from hearing co-workers are his limited auditory experience, his family relationships, his special educational needs, and a restricted opportunity for obtaining general as well as vocational information and training. Aside from the very direct limiting effects that deafness imposes upon occupational selection, there are other effects that are the result of inadequate knowledge on the part of all concerned — the deaf, the employers, and society generally — as to just what performance limits are the necessary results of the disability (12).

The deaf woman who enters the occupational world not only must contend with confining societal attitudes towards her handicap, but also must face societal views toward her role as a woman who works. Pressures arising from these forces, therefore, dictate the specific study of deaf women workers, since few meaningful inferences about this group may be derived from an analysis of either the employed deaf or of the female labor force alone.

The lack of interest in and/or availability of data on deaf women and employment is not difficult to understand. In 1900, women workers constituted slightly more than 15 per cent of the total potential labor force (15) and hence did not comprise a sufficiently large group to be considered for evaluations in terms of training, placement, availability or the type of job followed. Prior to the second World War most women worked only until marriage, and never returned to new or former vocational pursuits. It is only within recent years that the culminating effects of the gradual changes in the nature of women who work received considerable attention (7). The Department of Labor's Handbook of Women Workers for 1960 reported that 33% of the labor force were women. In addition to the lack of information concerning women workers, a search of the relevant literature reveals little information regarding the place of deaf workers in the labor force.

Background

Vocational Status of the Deaf

Reports in the literature on the vocational status of the deaf are characterized largely by occupations of graduates, tabulated by individual training centers and schools for the deaf. (Detailed review of these tabulatory presentations is not warranted; a supplementary bibliography of follow-up studies appears at the end of this chapter.) Only recently has an intensive study of the occupational conditions among the adult deaf appeared (9).

A breakdown of occupations followed by deaf women for the years 1910 and 1920 appears in Best (1). Of those employed, one-fourth of all deaf women were semi-skilled operatives in the clothing industries; one-eighth of the group were dressmakers and seamstresses (not in factories); and an equal number were agricultural and farm workers. In smaller proportions, waitresses, servants, laundresses and clerks follow, respectively, as occupations in which deaf women were found. A far greater proportion of deaf women were found in these occupations when compared with employed hearing women.

By the next decade, occupations reported for deaf women had not substantially changed, save for a decrease in number of those in farming pursuits (2, 4). In a 1936 large-scale survey (10) of 6,000 hearing-impaired females, 44 per cent deaf and 56 per cent hard-of-hearing women were included. Half of the 6,000 were operatives and laborers, and 20 per cent were in domestic and service occupations. The 1936 survey also included employers' ratings of 1,000 of the hearing-impaired women: 56 per cent were assigned the highest (of five) ratings, "doing very well", and only three per cent were given the lowest rating of "failures".

Informal reports appearing in the 1950's (5, 8) indicated a wider variety of occupations for both deaf and hearing women than in previous decades (16), and, in general, a lower rate of pay for deaf women as compared with that for hearing female workers. Geographical distribution accounted for some variation in occupations followed, as did the kind of community where employment was sought (urban vs. rural) with both deaf and hearing populations. A maximum of 36 to 40 occupations were reported in any given study, but a very recent study indicated that there were more than 400 different occupational titles that almost 8,000 deaf individuals held (9), as compared to the relatively small number available prior to World War II.

Although there are certain occupational categories which rely heavily or completely upon communicative skills and thus are virtually closed to the deaf, some writers have stated that there does not seem to be much of a limit to what some deaf persons can do (9). Of the 4,000 jobs listed in _Estimates of Worker Trait Requirements for 4,000 Jobs as defined in the Dictionary of Occupational Titles_ (14), there are only 577, or 14.4 per cent, that list hearing (communicative skills) as requisite for job performance.*

In other words, 85.6 per cent of the jobs listed do not require oral communication skills. (The Dictionary of Occupational Titles lists 23,000 jobs.)

Expanded job possibilities and opportunities for the deaf have increased the pressure on their education and vocational resources, requiring an initial analysis of existing opportunities and how they have been utilized, and to what extent changes in vocational training programs are necessary.

The emphasis in many vocational studies has been on the employment status of deaf males. To date, there have been no studies which have attempted to investigate the vocational status and/or adjustment exclusively in the deaf female.

It has been the traditional responsibility of the school for the deaf to prepare its students to enter the occupational world. No small wonder, then, that the interest of the schools has been directed towards analysis of the adequacy of their training programs as reflected by the subsequent vocational status of their graduates.**

---

*The ability to talk is important for those job-worker situations in which the individual must impart oral information to clients or to the public, and in those situations in which he must convey detailed or important spoken instructions to other employees, accurately, loudly, or quickly.

Hearing is important for those job-worker situations which require the ability to receive detailed information through oral communication, and to make fine discriminations in sounds (such as making fine adjustments on running engines).

Not included in this rating are factors for job-worker situations in which the individual may receive oral instructions only a few times daily and does not give any instructions or engage in other than very short conversations (14).

**Some informal reports indicate a lack of congruence between vocational preparation by the school and occupation followed. (3, 5, 6)

Recent work from the area of vocational development suggests that occupational status, at any given time, be viewed as a point along a continuum for a clearer determination of its appropriateness to the individual. This continuum is "a dynamic process involving the interaction and integration of many psychological and social factors". (13, p. 90) Information relevant to such factors in a person's history are not easily obtained. Most studies confine themselves to a description of the current status of the subjects, and sample small bits of information without being able to fit them into any context.

The problems for the rehabilitation counselor, in terms of vocational placement, training, or retraining, are hence rather complex, involving not only the learning of a skill, but an understanding of the deaf worker and his background, as well as an orientation to the social and work environment into which the deaf worker is to be placed.

The extent to which a deaf adult realizes his fullest potential on a job may be analyzed in terms of the appropriateness of his current vocational status to factors in his previous experience which modify and shape his potential. Such analysis affords a clearer identification, and, quite possibly, a better differentiation, of the vocational limitations that are imposed by the nature of the handicap, and those limitations that are imposed by the school and home environment.

Vocational potential, furthermore, may not be realized until an individual is actually on the job. The determination of "success", vocationally speaking, ranges from a practical consideration of the salary he receives (is it commensurate, at least, with his educational and vocational preparation?) to an attitudinal assessment of how satisfied a person is (with his job, his co-workers, his employer) and of how satisfactory he is as a worker (in his employer's eyes).

Definitions

Status

By status is meant a consideration of marital and socio-economic status, including husband's occupation, number of children, and type of housing. Classification according to occupational status, other than specific job titles, follows that in Roe (12), namely, the following categories.

TABLE I. Major Occupational Groups and Their Major Subdivisions.

Group Number	General Classification
I	0 - Professional and managerial occupations
	0-0 through 0-3: Professional occupations
	0-4 through 0-6: Semiprofessional occupations
	0-7 through 0-9: Managerial and official occupations
II	1 - Clerical and sales occupations
	1-0 through 1-4: Clerical and kindred occupations
	1-5 through 1-9: Sales and kindred occupations
III	2 - Service occupations
	2-0: Domestic service occupations
	2-2: through 2-5: Personal service occupations
	2-6: Protective service occupations
	2-8 and 2-9: Building service workers & porters
IV	3 - Agricultural, fishery, forestry, and kindred occupations
	3-0 through 3-4: Agricultural and kindred occupations
	3-8: Fishery occupations
	3-9: Forestry and hunting occupations
V	4- and 5- Skilled occupations
VI	6- and 7- Semiskilled occupations
VII	8- and 9- Unskilled occupations

Occupational status is also defined in terms of pay, tenure, hours per week, months per year, and the number of jobs held. Educational status is defined in this study by pre-Lexington School attendance, years spent at Lexington, and post-Lexington training or education (exclusive of on-the-job).

Work Adjustment

The search for an operational definition of work adjustment yielded studies and measures which attempt to evaluate adjustment on the job from many aspects. The terms, "worker morale", "job satisfaction", "employee attitude", and "satisfactoriness", have all been subsumed under the general heading of "vocational adjustment".

Vocational adjustment, or success on a job, has been evaluated in terms of pay, tenure and productivity. Recently, however, there have been telling arguments which insist upon the inclusion of attitudinal factors in both employee and employer, as well as the objective criteria mentioned above, for an adequate description of work adjustment. The present study adopts the general definition of work adjustment as outlined by the Industrial Relations Center, University of Minnesota (11).

Work adjustment may be assessed in two dimensions: satisfaction and satisfactoriness. Satisfaction includes overall job satisfaction as well as satisfaction with the various aspects of the individual's work environment: his supervisor, co-workers, hours, pay, working conditions, type of work, and the company for which he works. Satisfactoriness is indicated by his productivity and efficiency, and by the way he is regarded by his supervisor, co-workers and the institution for which he works, as well as his absences, lateness, accidents and tenure (11).

Problems

Although it is possible to question an individual directly as to whether or not he encountered any problems while job-seeking and/or on the job, it is anticipated that the individual is likely to be hesitant or reticent about divulging such information to a relative stranger during a single interview. Therefore, in addition to direct statements by the subject concerning difficulties encountered, problem areas in this study are also uncovered, indirectly, by inspection of clusters of certain factual information obtained from employers and parent interviews.

Project Goals

In view of the absence of studies of occupational adjustment in deaf women exclusively, and of the lack of studies that take into account those factors that relate to vocational success, the Lexington School for the Deaf undertook the present study of its former pupils in order to clarify the problems in vocational rehabilitation that confront the educator, the counselor, the employer, and, most important, the deaf woman worker.

The specific objectives for the present study of deaf women were as follows:

1. Tabulation of vocational status, in terms of first job and most recent job held.
2. Determination of school and post-school factors relating to success or failure.
3. Identification of problem areas encountered during the total job process.

A description of the sample selected and the procedures followed is presented in the second chapter. Following the description of the sample studied is an enumeration of how and what information was obtained. Chapters on the tabulated data and discussions of the findings comprise the remainder of the report.

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CHAPTER II

PROCEDURE

The project is based on post-school vocational information from questionnaires and from subsequent personal interviews of 177 deaf women who were drawn from all of the former pupils of the Lexington School for the Deaf who met the criteria described below. Parents and employers of those women currently employed were also interviewed. Data from the questionnaires and the three personal interviews were processed along with information from school records. A set of scales designed for administration to the deaf, together with the information coded from interviews, yielded the remaining data for the final tabulations.

Setting of the Project

The Lexington School for the Deaf was under the direction of the same superintendent during the years 1935-1957, and the educational philosophy regarding academic and vocational training remained relatively consistent during that period, with perhaps one exception. As the pre-school movement grew in American education, the minimum age of entrance to the Lexington School program was progressively lowered.

Boys as well as girls were admitted to the school program until the age of seven, after which time the boys transferred to other schools for the deaf. The girls followed an academic program which included instruction in lipreading, language and speech, in addition to the general elementary school curriculum. At about age 13, those pupils who showed promise in academic subjects were given minimal orientation or training for a vocation, and were allowed to continue in the general academic pursuits, such as reading, mathematics, history, literature. As some students who were in the academic program neared graduation, both they and their families became concerned as to their vocational future. Arrangements were made for these pupils to follow an intensive vocational program during their last year or two in school or to receive post-diplomate training. The program of other students centered around vocational training.

Vocational preparation at Lexington School began with a pre-vocational course of study at about age 12, with an introduction to crafts. At age 14 there was limited vocational training of more than one hour daily, which was increased until five and one-half hours a day was reached by age 17. There were from 12 to 15 vocational instructors who taught needle trades, arts and crafts, home-making, general shop, silk-screening, bookbinding and handcrafts, as well as vocational adjustment classes which included trade ethics, business English, minimum wage laws, income tax and social security facts, unions, and budgeting in the curriculum. During the last year at school, a pupil was given a three-month placement on a job. The student was allowed to return to school for retraining if she did not like the job (2).

Subjects

The present study applies to deaf females who completed training or left the Lexington School for the Deaf during the years 1935 to 1957. An estimated 1,250 records of former pupils were in the school files pertaining to the time period mentioned above. Only 243 girls met the following criteria:

(1) Each girl must have spent at least three years at the Lexington School for the Deaf prior to her departure.

(2) Each girl must have attained a chronological age of at least 15 years at time of departure.

(3) Each girl must have obtained an intelligence quotient (IQ) of at least 75, according to the most recent test score available in the school record.

(4) Each girl must have sustained a hearing loss of 60 db or more, averaged for the frequencies of 500, 1,000 and 2,000, in the better ear, according to the most recent audiometric test results available in the school record.

(5) The age of onset of hearing loss for each girl must have been no later than three years of age, as revealed by inspection of the school record.

(6) Where the school record revealed a deformity or physically handicapping condition, in addition to the deafness, the girl in question was not included.

Rationale for Criteria

Since the focus of the study centers on the vocational adjustment of a deaf girl trained in a school for the deaf, it was considered unwise to include those deaf girls who had not spent enough time at the school to have benefited from its preparation for, or were too young to embark immediately on, their vocational careers. In like manner, girls with hearing losses lower than 60 db, or girls whose onset of deafness occurred later than three years of age, have had the potential and opportunity to develop communicative skills beyond those expected for the average severely deaf girl. The ability to speak and to be understood enhances a worker's opportunities for obtaining employment and for functioning more adequately on the job. By contrast, it was not considered desirable to include individuals whose intellectual or physical handicaps would further limit their possibilities for employment.

Thus, any departures from adequate vocational adjustment observed in the group of deaf females could in all probability be attributed only to the modifications that deafness imposes upon an individual.

Mailing and Response; Tracing Subjects; Selection for Interview

Mailed Questionnaire

As stated earlier, 243 women initially met the criteria for eligibility. Questionnaires were sent to all the 243 women for whom there was an address. Questionnaires were not mailed to women whose parents, during phone calls made for tracing purposes, had indicated refusal to cooperate in the study. One hundred and seventy-seven questionnaires were returned with sufficient information to use in the study. Twenty-five were not located, 23 refused to cooperate, and 18 were subsequently found to be ineligible and were not included in the study.

Tracing the Subjects

The initial mailing of the questionnaires included a letter from the project director and the superintendent of the school enlisting cooperation in the study. Follow-up letters were necessary in some cases to increase response. Many staff members who had contact with former pupils and members of the alumni association provided information of their whereabouts. The cooperation of several agencies and clubs for the deaf was obtained, and certified letters with forwarding and return address requested were used. Since many deaf persons do not own telephones, it was difficult to trace subjects directly from telephone directories. A thorough search of individual records, however, indicated names of siblings who had hearing. In many cases the siblings were located through directories and gave the sought-after information concerning present whereabouts of subjects by phone. Many of the girls had long since been married, complicating the tracing process because of the change in family name. Some had moved from the Metropolitan New York area, and in many cases former pupils known to the project personnel supplied the current whereabouts of girls hitherto unlocated. Married names and addresses of unknowns from this source continued coming for as long as one year after the commencement of the project.

Selection for Interview

Twenty-one of the 177 subjects who returned usable questionnaires lived outside the 50-mile radius of New York: no attempt was made to interview them. Of the remaining 156, 80 were married, unemployed, but eligible. Seven of these came in voluntarily for interview. A random one in every consecutive two of the remaining 73 was selected for interview, and allocated alternately to the two interviewers.

Information on the women so selected for interview should have been multiplied by two before consolidation with other groups, to bring the combination to the level of the 177 questionnaires. However, for lack of time and to hold the variance to a minimum, this was not done. The total number of interviews thus stands at 125. At the time of interview, these 125 women resided within a 50-mile radius of New York City.

Small amounts of bias are possible through failure to weight the interviews of selected married unemployed women. Theory indicates, however, that these biases are small (1, pp. 376, 396). Moreover, comparisons of characteristics of the two groups, the 177 questionnaires and the 125 interviews, show parallel percentages within narrow limits, as shown in Table II. Perhaps even more important is the fact that only three of the entire 80 women who were unemployed (which means unemployed at the time when they filled out the questionnaire) had never been employed: thus, no differences were to be expected.

Information from School Records

School Grades

Since each of the subjects had attended the Lexington School for at least three years, and since the last years at school were considered the most representative of achievement, the school grades of the last three years of attendance were culled from academic records in the files. The school grades fell into four general classifications: grades for subjects dealing with communication skills (lipreading, speech, English, language, and reading); grades for primarily academic subjects (arithmetic, history, social studies, civics, geography, science, and health education); grades for vocational subjects, dealing directly with the acquisition of skills (power machine operation, dressmaking, handicrafts, applied art and silk screening, bookbinding, home-making and cooking, sewing, and millinery); related vocational subjects not dealing directly with acquisition of skills (prevocational training, personal hygiene, vocational adjustment, and related vocational work).

Lettered grades from the academic record were transformed to approxi-

TABLE II. Comparisons of Percentages of the 177 Mailed Questionnaire Respondents and the 125 Interviewees on Selected Characteristics.

Characteristics	(N = 177) Questionnaire %	(N = 125) Interviewed %
Training Followed		
Academic	42	38
Vocational	27	29
Mixed	31	34
	100	100
Period Left Lexington School		
1935-41	17	17
1942-46	32	30
1947-51	25	25
1952-57	26	28
	100	100
Marital Status		
Married, husband present	84	81
Single	10	13
Other	6	6
	100	100
Pre-Lexington Training		
Nursery	5	5
School for deaf with or without nursery	25	26
School for hearing with or without nursery	9	11
Combined deaf and hearing school	3	2
Lexington first school	58	57
	100	100
Diploma Received		
Did not receive diploma	20	18
Received diploma	80	82
1 yr. additional training	11	14
2 yrs. additional training	7	10
3 yrs. additional training	1	1
	100	100
Post-Lexington Activities		
Further schooling	27	25
Marriage	5	6
Work	63	63
Stayed Home	5	6
	100	100

mated numerical equivalents for computational purposes, yielding averaged grade equivalents for communication, academic, vocational, and related vocational subjects for each former pupil.

Scholastic Achievement

The most recent entry for achievement test results was consulted for the material on scholastic levels reached at time of departure from school. For the most part, successive forms of the Stanford Educational Achievement Test Battery were employed. The other achievement batteries used in earlier years were the American School Achievement Tests and the Metropolitan School Achievement Tests. The grade equivalents extracted from these records were Word Meaning, Paragraph Meaning, Arithmetic Comprehension and Arithmetic Reasoning.

Intelligence Quotients (IQ)

The school files also yielded information on IQ test scores and the tests which were employed. Three tests were employed during the years the subjects left the school: the Pintner-Patterson Scale of Performance Test (PP), the Pintner Nonlanguage Mental Test (PNL), and the Wechsler-Bellevue Intelligence Scale-Performance (WB). Although the PP and PNL were employed after 1939, the WB test had just been made available in that year, and doubt arose as to the possible differences among these tests. A classification of the 177 subjects was made, according to the three IQ tests administered. The averaged results of the tabulation of the classification appear in Table III. Inspection of the table reveals no apparent difference among the tests in view of the large SD's obtained, thus there can be little doubt concerning IQ scores that vary as a function of choice of test given.

TABLE III. Means and Standard Deviations (SD's) of the PP, PNL, and WB Intelligence Tests.

	Intelligence Test		
	PP	PNL	WB
N (=175)	32	51	92
Mean	99.0	104.0	103.7
SD	9.4	13.6	12.1

Mailed Questionnaire

The mailed questionnaire was designed to procure information relating to the marital, socio-economic, educational and vocational status of the respondents. Information was specifically elicited on marital status, number of children, housing and husband's occupation, as well as educational information (some of which was used to compare with information in the school records) as to the length and nature of education and vocational training gained before, during and after the subject's attendance at the Lexington School. Occupational information was requested pertaining to the title, tenure, pay, hours, methods of obtaining work, of the subjects' first full-time jobs. Information relating to current vocational status was also requested. Finally, the respondents were asked to indicate any problems encountered in seeking their first job.

Interviews

Personal Interview

After the questionnaires were returned, individual interviewing of subjects began. The personal interview contained questions designed to obtain chronological work history, with a detailed breakdown of first and last (most recent) job factors, which included hours, size of plant, tenure, advancement, pay, benefits, how obtained, communication and socialization, latenesses and absences, satisfaction and problems, as well as reasons for working and leaving. General information concerning intermediate jobs was sought concerning tenure, pay, satisfaction, reasons for obtaining a job, and reasons for leaving, and problems encountered, if any. Subjects were also asked to evaluate the effectiveness of the training that they received at the Lexington School in the light of their years of work experiences.

Personal interviews were conducted by two skilled male interviewers who had had previous contacts with deaf populations. Whenever possible, interviews were conducted orally. When slight misunderstandings occurred, use of paper and pencil was permitted. Both interviewers were familiar with manual means of communication and only found it necessary to resort to finger-spelling and sign language with five to ten of the subjects interviewed. Names of persons to be interviewed were alphabeticized and interviewers were assigned alternate names, minimizing any biases that might be introduced by the interviewer variable. Most of the interviews were conducted in the subjects' homes at their convenience. Some of the subjects, mothers of pupils currently enrolled at the Lexington School, preferred to come to the School for interview.

Parent Interview

Individual interviews with parents were conducted in order to verify certain of the subjects' responses, and to obtain parents' views of attitudinal factors (as well as parental involvement) concerning the subjects' adjustment to work.

Items on the parent interview cover the following areas: general job factors of satisfaction, communication, aspirations, how the job was obtained, and problems; general family factors of communication, socialization, and problems at home; and a parental evaluation of the effectiveness of the Lexington School program in preparing the daughter for work.

Employer Interview

Employers of a sample of the subjects currently employed were interviewed. Travel time limited the interviewing of employers to those who were located in Manhattan. Questions were asked concerning employer satisfaction, opportunities for advancement, attitude of employee at work, socialization, communication, adequacy of vocational preparation, adjustment to the job and problems encountered, if any.

Rating Scales

Rating on Housing

At the onset of the project it was desirable to have a measure of socio-economic level for each of the subjects. Difficulties arose, however, in that a guide or scale that would be suitable to deaf families could not be found. Husband's Annual Income was excluded, for example, as an index, because difficulty in obtaining such information from the subjects was anticipated. To request husbands' salaries would be to invite suspicion and a negative reaction towards the interviewer and his questions. The primary concern of the interview was to obtain information about the subjects' vocational pursuits and associated problems, given freely without suspicion.

A five-point rating scale was therefore constructed, based on information obtained during the first 20 interviews, enabling the interviewers to rate socio-economic status of each home that was visited, independently, without fear of modifying the exchange of topics covered during the interview.

Derivation of the Scale

After the first 20 interviews, information was compiled for each interviewee concerning the furnishings in the home or rooms in which the interviewee lived. Two judges independently rank-ordered the descriptions of the 20 homes visited, and the resultant rank-correlation coefficient (rho) between the orderings of the two judges was .903, highly significant beyond the .01 level. The ranked descriptions were divided into five groups of four each. The content of descriptions within each group fall into three areas: Furnishings, Newness and Upkeep (Condition), and Comfort. Table IV shows the resultant ranks and the corresponding descriptive guide for ratings on Housing.

The interviewers then took the guide and scored the 20 original interviewees according to the verbal descriptions, interpolating when necessary. The interpolation took the form of an overall average in those cases where discrepancies occurred among the three major headings; for example, Furnishings - 3, Condition - 2.5, Comfort - 4; Final Rating - 3.1. Inspection of interviewers' ratings compared with the independent rankings of judges to a high degree.

TABLE IV. Rating Scale on Housing.

Ratings	Furnishings	Condition	Comfort
5	Very well furnished with drapes, full carpeting, modern full kitchen, very tasteful, expensive, decorative (paintings, etc.)	New modern or period furnishings. Very well kept up and immaculate.	Maximal use of layout; good or large-sized rooms, luxurious.
4	Well furnished, most modern conveniences, some missing. Good amount of carpeting, drapes or good rugs, many decorative effects, not very expensive, good or new kitchen set.	much new, but some older; clean, well-kept.	Very comfortable, good layout, good-sized rooms.
3	Decently furnished, cost moderate, with 1 or 2 good pieces. Sufficient furniture (sofa, some small chairs) some floor covering and curtains.	Some or few new new pieces, and/or mostly older, neat, well-kept.	Adequate.
2	Badly furnished, budget-priced throughout, little or no attempt at decoration, no extra lamps, tables. No drapes or carpets (possibly runners or scatter rugs).	Older, worn, but with some attempt to keep up (covers). Very old building, in poor repair.	Cramped or crowded, no attempt at organization, relatively small rooms.
1	Poorly furnished, very inexpensive or second-hand, no regular bathroom (closet) or kitchen appliances, very few pieces, nothing decorative.	Very old, state of disrepair, nothing new or nearly new (discount T.V.), tenement basement.	Rather small or tiny room(s), uncomfortable; poor temperature regulation; no separate living-room area.

Communication Rating Scale

The communication skills and proficiencies of the first 20 subjects interviewed were described by the interviewers in a manner similar to the description on housing. (Independent judges were not employed for the development of this scale since the ratings were so closely in agreement with the rankings of the interviewers.) The rankings and verbal descriptions that resulted yielded the guide that served as the Rating Scale on Communication presented in Table V.

Final scores of present communicative skills and effectiveness of communication by the interviewers were obtained in the same manner described above for the rating on housing, in those cases where ratings for each of the columns in Table V did not conform.

Attitudinal Scales

It was difficult to find an existing scale suitable for administration to deaf populations that would yield a measure of job satisfaction. Scales of satisfaction are usually verbal, and the use of verbal classifications is open to question when administered to hearing groups (3), let alone to deaf groups. Verbal class labels may have an inherent vagueness that results in overlap between successive categories. In the three-choice response situation, for example, of *mild*, *moderate*, or *strong*, it is difficult to determine where *mildness* ends and where *moderateness* begins.

A nonverbal scale was devised using a vertical line 10 cm long; at no point along the line did other lines intersect to denote medial or quartile positions. Above and below the line short phrases appeared; e.g., "Most

TABLE V. Rating Scale on Communication.

Rating	Comm. skills.	Speech & articulation	Lipreading (LR) comprehension	Writing & signs	Interpreter
5	very articulate, excepttionally good, very able, almost perfect, very high.	exceptional, excellent, very well, well (high).	all or almost all, exceptionally well, very well, no difficulty.	none necessary.	none necessary.
4	very good, good communication.	able to speak rather well, fairly well.	minimal difficulty in LR, good comprehension; seldom necessary to repeat.	minimal writing sometimes necessary.	none necessary.
3	fair to good comm. skill, average for deaf.	supplements SP with signs, fairly well, fair SP; some difficulty in making self understood.	fair level of comprehn., some difficulty in LR, misses occasionally.	some writing used, uses signs with speech; had to read occ.	occasional use of interpreter (other skills fair).
2	not very good, unable to comprehend well.	speaks only fairly well; not very good SP.	repetition necessary; LR not clear; only fair LR.	she wrote; writing used.	interpreter used.
1	very hard to comprehend; poor comm., limited skills.	minimal SP; combines SP with signs; "speaks" with no "voice".	many difficulties in LR; poor comprehension; minimal ability to talk.	diff. in understanding written questions; frequent spelling; much writing.	interpreter necessary.

satisfied" and "Not satisfied at all", respectively. Before the scale was displayed, a respondent was asked to define her idealization of the *best* and *worst*, or *most* and *least* anchor points, and was only then asked to indicate on the line where she would rank or rate herself, *with respect to the anchor she herself had delimited*. Hence, no matter how wide or narrow the individual range, each subject proportionalized her self-rating by using her own definitions of the idealized *best* and *worst*. This manner of attitudinal scaling facilitated intercomparisons among the subjects.

Furthermore, the use of the 10-cm line made scoring a very simple task. The point at which the subject had x'd (or drawn a horizontal line across) the vertical scale was measured with a millimetric rule, thus allowing for direct numerical readings from 0-100. (For processing purposes, a score of 100 was coded at 99.)

Six of the above-mentioned scales were administered during the personal interviews with the deaf women: 1) Overall satisfaction with job 2) Overall satisfaction with occupation (type of job) 3) Satisfaction (attitude) to employer 4) Self-perception of employer's satisfaction with subject 5) Self-perception of ability to get along with co-workers and 6) Effectiveness of Lexington School's training (preparation) for the occupational world.

Each parent was asked to rate the subject on her perception of the daughter's overall satisfaction with job.

Each employer was asked to rate the subject on four scales: 1) Satisfaction with subject (satisfactoriness) 2) Ability to get along with satisfied" and "Not satisfied at all", respectively. Before the scale was displayed, a respondent was asked to define her idealization of the *best* and *worst*, or *most* and *least* anchor points, and was only then asked to indicate on the line where she would rank or rate herself, *with respect to the anchor she herself had delimited*. Hence, no matter how wide or narrow the individual range, each subject proportionalized her self-rating by using her own definitions of the idealized *best* and *worst*. This manner of attitudinal scaling facilitated intercomparisons among the subjects.

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Each parent was asked to rate the subject on her perception of the daughter's overall satisfaction with job.

Each employer was asked to rate the subject on four scales: 1) Satisfaction with subject (satisfactoriness) 2) Ability to get along with co-workers 3) Employer's perception of subject's satisfaction with job and 4) Employer's perception of subject's satisfaction with employer.

Summary

The project applies to 177 deaf females who left the Lexington School for the Deaf during the years 1935-1957, who completed mailed questionnaires. Information obtained from school records for this group includes intelligence quotients, school grades, scholastic achievement, and audiometric test results. 125 of the 177 subjects, who lived within a 50-mile radius of New York City were seen for personal interviews. In addition, parents and a sample of employers of those subjects currently employed were interviewed. Rating scales on housing and communication and attitudinal scales for the evaluation of job satisfaction and satisfactoriness suitable for administration to deaf populations are discussed.

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CHAPTER III

RESULTS OF MAILED QUESTIONNAIRES

Tabulations from the 177 questionnaires that follow are presented according to classifications of type of training received at Lexington, and according to chronological period of school-leaving. The chronological classifications are presented in view of the fact that economic conditions greatly changed during the period 1935 to 1957. The four classifications are as follows: 1935 to 1941 (pre-World War II); 1942 to 1946 (World War II); 1947 to 1951 (post-war period I); and 1952 to 1957 (post-war period II). The division of the post-war period helped approximate the number of years in the two earlier periods. The totals in Table VI show the distribution of deaf women in these categories. Seventy-four, or 42 per cent, received academic training; 48, or 27 per cent, received vocational training; and 55, or 31 per cent, received mixed training during their last three years spent at the Lexington School. Of the 177, thirty, or 17 per cent, left the program at Lexington during the years 1935-41; 56, or one-third, during World War II; 45, or one-fourth, during the years 1947-51; and 46, or another one-fourth, during the 1952-1957 period.

TABLE VI. Classification of Mailed Questionnaire Respondents by Training Received and by Period Left Lexington.

Period left	Training program Academic	Vocational	Mixed	Total	(%)
1935-41	14	3	13	30	(17)
1942-46	24	13	19	56	(32)
1947-51	23	13	19	45	(25)
1952-57	13	20	15	46	(26)
Total	74	48	55	177	
(%)	(42)	(27)	(31)	(100)	(100)

TABLE VII. Marital Status of Deaf Women Respondents to the Mailed Questionnaire.

Group	Married* N	Married* %	Single N	Single %	Div.-Sep.** N	Div.-Sep.** %	Total N	Total %
Training								
Academic	66	89	2	3	6	8	74	100
Vocational	38	78	8	17	2	4	48	100
Mixed	45	82	7	13	3	6	55	100
Total	149	84	17	10	11	6	177	100
Period left								
1935-41	27	90	-	-	3	10	30	100
1942-46	48	86	5	9	3	5	56	100
1947-51	38	84	3	7	4	9	45	100
1952-57	36	78	9	20	1	2	46	100
Total	149	84	17	10	11	6	177	100

*Married includes second marriages as well.

**Includes one subject who was widowed.

The mean chronological ages of respondents for the four periods left were 42.1, 34.6, 30.1, and 24.5 years, respectively; the overall average age for the group was 32.3 years. The mean ages for the academic, vocational and mixed groups are almost identical to the overall mean chronological age.

Marital and Socio-economic Status

Table VII shows the distribution of marital status for the respondents by training followed and by period left. It is interesting to note that 90 per cent of the deaf women respondents had been married at one time or other. The corresponding 1959 figure for women (14 years and over) in the U.S. population is 81 per cent (1). The slight discrepancy is explained by the fact that the U.S. population figure available encompasses 14- to 22-year-old women, whereas our figures on deaf women include only those between 22 and 45 years of age.

TABLE VIII. Number of Children of Deaf Women Respondents to the Mailed Questionnaire.

Group	Number of children					Total ever married	Single
	0	1	2	3	4plus		
Training							
Academic	14	19	34	4	1	72	2
Vocational	8	6	17	6	3	40	8
Mixed	8	15	13	9	3	48	7
Total	30	40	64	19	7	160	17
Period left							
1935-41	4	5	16	4	1	30	-
1942-46	6	16	21	2	6	51	5
1947-51	10	8	18	6	-	42	3
1952-57	10	11	9	7	-	37	9
Total	30	40	64	19	7	160	17

The number of children of the respondents is shown in Table VIII. There is an average of approximately two children in families of the deaf married women reporting children. Of the 160 deaf women ever married, 30 have no children. The number of childless deaf married women does not differ from that of the general population figures (1, p.44).

Housing

The distribution of type of housing and ownership status for the respondents is shown in Table IX. Four of the respondents in the "Not with parents-Rented" category, in fact rent houses (not apartments); three who own apartments were grouped with those labeled "Not with parents-Owned", the remainder of whom own homes. Two others who own trailers are included in the latter group.

The majority of the women not with parents (101) rent dwelling units, which is typical of persons living in large metropolitan areas. It is inter-

TABLE IX. Distribution of Housing of Deaf Women Respondents to the Mailed Questionnaire.

Group	Not with parents		Living with parents		Total
	Rented	Owned	Rented	Owned	
Training					
Academic	40	22	7	5	77
Vocational	30	6	6	6	48
Mixed	31	13	6	5	55
Total	101	41	19	16	177
Period left					
1935-41	19	10	1	-	30
1942-46	30	15	7	4	56
1947-51	25	11	2	7	45
1952-57	27	5	9	5	46
Total	101	41	19	16	177

esting to note that 35 of the women live with their parents as subfamilies: 19 in rented dwelling units, 16 owned; 18 of these are married. There are cases of the parents as subfamilies, living with some of the women who rent or own their dwelling units.

A number of women listed "Not with parents-Rented" do not, however, maintain as much independence from their families as one might expect. Several live within the same dwelling complex as their parents and others within a one- or two-block radius.

The average living space for the group of respondees is four to five rooms. Those who own homes or live with relatives have five to seven rooms. Only six respondents are occupants of dwellings of two-and-one-half rooms or less.

Husbands' Occupations

Of the 177 women, 146 reported job titles for their husbands' occupations. Only one listed her husband as unemployed. Of the remaining 30, 13 did not supply information; 17 were single women. Table X lists the distribution of husbands' occupations.

TABLE X. Occupational Categories Reported for Husbands of Deaf Women Respondents to the Mailed Questionnaire.

Occupational categories	Number
I. Professional and Managerial Teacher, chemist, engineer, computing analyst, accountant, supervisor, garage owner, dental technician, technical illustrator, riverboat pilot	13
II. Clerical and Sales IBM tabulator and computer operators, senior clerk, salesman, shipping clerk	12
III. Service Hospital orderly, chef, garbage collector, cab driver, house painter, truck driver, U.S. Armed Forces	7
IV. Agricultural Poultry farmer	1
V. Skilled Photo-engraver, linotype operator, offset pressman, compositor, butcher, shoemaker, lithographer, silversmith, baker, machinist, tool-setter, jeweler, mechanic, glazier, die-cutter, roofer, lathe operator	43
VI. Semi-skilled Printer, printer-proofer, printing-press operator, cutting-machine operator, power machine operator, riveter, finisher, book-binder, welder, presser, stock-fitter, upholsterer	41
VII. Unskilled Assembler, metal polisher, general factory worker, warehouseman, machine operator, chrome-plater, paper cutter, laborers, wrapper, longshoreman	27
Other Peddler (of Manual Alphabet cards), sheltered workshop worker	2
Total	146

There were 78 titles listed for the 146 husbands, six titles being in the printing trades. This trade group includes 46, or 32 per cent, of the subjects' husbands and accounts for 28 of the 61 semi-skilled and 18 of the 43 skilled workers.

While the specific information on hearing status of husbands was never elicited, observations during those interviews where husbands were present in the home or where the interviewee spontaneously offered the information, disclose a minimized rough estimate of 10 per cent or less with normal or near normal hearing. By direct contact with husbands, it was the interviewers' impression that the husbands communicated as well if not better than their spouses.

Educational Status

Respondents to questionnaires were asked to indicate the kind and length of training they received prior to Lexington attendance, during Lexington attendance, and after they left Lexington. Table XI presents the results of the tabulation for pre-Lexington School educational exposure.

TABLE XI. Pre-Lexington Training by Academic, Vocational, and Mixed Groups. Information from Mailed Questionnaire.

	Academic		Vocational		Mixed		Total	
Training	N	%	N	%	N	%	N	%
Nursery	4	5	2	4	3	6	9	5
School/Deaf	19	26	12	25	10	18	41	23
School/Hearing	3	4	6	13	6	11	15	8
Nurs/Deaf	2	3	-	-	1	2	3	2
Nurs/Hearing	1	1	-	-	-	-	1	1
Schl/Deaf/Hearing	2	3	-	-	3	5	5	3
Lex. 1st School	43	58	28	58	32	58	103	58
Total	74	100	48	100	55	100	177	100

In each of the academic, vocational, and mixed groups, better than half (58 per cent) began educational training at the Lexington School. The next largest group (23 per cent) transferred to Lexington from other schools for the deaf. It is interesting to note that of those girls who left during the period 1935-41, 43 per cent came from other schools for the deaf, and for 40 per cent Lexington was their first school. Of those who left in the latest period (1952-57) only 15 per cent attended other schools for the deaf and 65 per cent entered Lexington with no prior schooling (not shown in table).

The distribution of years of training prior to Lexington School is shown in Table XII. The 74 girls who had prior schooling spent an average of 4.5 years at such training; half of the group spent one to three years previous to Lexington attendance.

TABLE XII. Years of Pre-Lexington Training by Academic, Vocational and Mixed Groups. Information from Mailed Questionnaires.

Years	Academic	Vocational	Mixed	Total
1	10	4	4	18
2-3	5	4	9	18
4-5	6	4	2	12
6-7	5	3	1	9
8-9	2	3	3	8
10 plus	3	2	4	9
Total	31	20	23	74

Years at Lexington School

The 177 girls spent an average of 10.6 years at the Lexington School. Table XIII indicates the distribution of years by training program and by period left. There are no differences in the mean number of years spent according to training followed. Length of attendance, however, increased over the years as the age limit for admission was lowered, evidenced by the mean number of years spent by the four chronological groupings (9.2, 8.9, 11.7, and 12.0 years, respectively).

TABLE XIII. Years of Attendance at Lexington. Information from Mailed Questionnaires.

A. By Program Followed

Years	Academic		Vocational		Mixed		Total	
	N	%	N	%	N	%	N	%
3- 4	5	6.8	4	8.3	6	10.9	15	8.5
5- 6	7	9.5	7	14.5	3	5.4	17	9.6
7- 8	6	8.1	3	6.3	3	5.4	12	6.8
9-10	8	10.8	5	10.4	5	9.0	18	10.2
11-12	26	35.2	8	16.6	17	30.9	51	28.8
13-14	15	20.3	14	29.1	16	29.1	45	25.4
15-16	7	10.5	7	14.6	5	9.0	19	10.7

B. By Period Left

Years	1935-41		1942-46		1947-51		1952-57		Total	
	N	%	N	%	N	%	N	%	N	%
3- 4	5	16.6	8	14.3	-	-	2	4.3	15	8.5
5- 6	9	30.0	4	7.2	2	4.4	2	4.3	17	9.6
7- 8	1	3.4	7	12.5	2	4.4	2	4.3	12	6.8
9-10	1	3.4	11	19.7	1	2.3	5	10.8	18	10.2
11-12	2	6.6	14	25.0	24	53.3	11	23.9	51	28.8
13-14	9	30.0	9	16.0	15	33.3	12	26.2	45	25.4
15-16	3	10.0	3	5.3	1	2.3	12	26.2	19	10.7
Total	30	100.0	56	100.0	45	100.0	46	100.0	177	100.0

142 girls received diplomas, including 33 who returned to Lexington for further vocational training. The remaining 35 left school prior to the completion of their program or prior to receipt of diploma. Although the average length of attendance increased over the years, the number of girls who received diplomas and who went on for further training remained approximately the same, regardless of training followed. One exception, however, is apparent when chronological groupings are considered. In

the 1952-57 group there were approximately twice as many girls who left Lexington School prior to receiving a diploma than in the three preceding periods.

Post-Lexington Activities

Sixty-three per cent of the girls went to work immediately upon leaving the Lexington program. The distribution of post-Lexington activities for the academic group (Table XIV-A) shows only 41.9 per cent that went immediately into the occupational world, a total of 30 (51.6 per cent) continued with schooling. This is in contrast with only two (4.2 per cent) of the vocational group, and eight (14.6 per cent) of the mixed group who followed educational pursuits. Later in their careers, after intervening jobs, eleven women took further vocational training. Nine of these fall in the academic group.

Differences in immediate post-Lexington pursuits, according to period left, are evident in Table XIV-B. A greater number of girls did not go immediately to work in the post-World War period, preferring to further their education instead or to marry shortly after leaving school. This reflects the trends in the general population statistics for women; increasing percentages of women have entered higher academic programs and the average of marriage has been progressively lowered (1).

Vocational Status

First Jobs

The occupational categories listed in Table I served as the guide for the classification of vocational status of the respondents. Five of the 177 women never held jobs; nine did not complete the item for first job

TABLE XIV. Immediate Post-Lexington Training Activities. Information from Mailed Questionnaire.

A. By Program Followed

Activity	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
Other Schl Deaf	3	4.0	1	2.1	1	1.8	5	2.8
Other Schl Hrg	11	14.9	-	-	2	3.6	13	7.4
Business Schl	12	16.2	1	2.1	5	9.2	18	10.2
College	8	10.8	-	-	-	-	8	4.5
Marriage	3	4.0	4	8.3	2	3.6	9	5.1
Work	31	41.9	36	75.0	44	80.0	111	62.7
Schl Deaf/Bus	1	1.4	-	-	-	-	1	0.6
Schl Deaf/Coll	2	2.7	-	-	-	-	2	1.1
Schl Hrg/Bus	1	1.4	-	-	-	-	1	0.6
Stay home	2	2.7	6	12.5	1	1.8	9	5.1
Total	74	100.0	48	100.0	55	100.0	177	100.0

B. By Period Left

Activity	1935-41 N	1935-41 %	1942-46 N	1942-46 %	1947-51 N	1947-51 %	1952-57 N	1952-57 %	Total N	Total %
Other Schl Deaf	-	-	3	5.4	1	2.2	1	2.2	5	2.8
Other Schl Hrg	-	-	4	7.1	7	14.6	2	4.4	13	7.4
Business Schl	2	6.7	5	8.9	5	11.1	6	13.0	18	10.2
College	1	3.3	-	-	1	2.2	6	13.0	8	4.5
Marriage	1	3.3	2	3.6	1	2.2	5	10.9	9	5.1
Work	25	83.4	41	73.6	21	46.7	24	52.2	111	62.7
Schl Deaf/Bus	-	-	-	-	1	2.2	-	-	1	0.6
Schl Hrg/Coll	-	-	-	-	2	4.5	-	-	2	1.1
Schl Hrg/Bus	-	-	-	-	1	2.2	-	-	1	0.6
Stay home	1	3.3	1	1.8	5	11.1	2	4.4	9	5.1
Total	30	100.0	56	100.0	45	100.0	46	100.0	177	100.0

title. The distribution for the remaining 163 is presented in Table XV.

Table XV shows that the largest occupational category, that of semi-skilled workers, is composed primarily of girls who went into the garment industries (89.4 per cent), with power machine operator the largest single job title held in that category. All women in garment trades number 66, or 40.5 per cent, of the group of 163 women. The next largest

TABLE XV. Occupational Categories of First Jobs Reported by Deaf Women Respondents to the Mailed Questionnaire.

Occupational Categories	Number
I. Professional and managerial: laboratory technician, teacher	6
II. Clerical and sales: key punch operator, general clerk, typist, file clerk, cashier-wrapper, bookkeeper, bookkeeping machine operator, senior clerk	43
III. Service: laundromat attendant, beautician	2
V. Skilled: fur finisher, colorist-stencil cutter, pattern tracer, cake decorator, window dresser	6
VI. Semi-skilled: power-machine operator, bookbinder, seamstress, handsewer, trimmer - garment, stocking mender, jewel mounter, machine operator	66
VII. Unskilled: hand painter, assembler, packer, factory worker, general, sorter, inserter, floor girl, laundress	40
Total	163

category is composed of women who followed clerical and sales occupations. The earlier graduates in this category were found in wrapping and packing jobs, rather than in offices and clerical occupations. Later graduates went into IBM key punch work, after they had received brief post-Lexington training for this work.

Obtaining First Jobs

About 42 per cent of the girls had no difficulty in finding their first jobs. Within two months after leaving school an additional 27 per cent, or a total of 69 per cent of the respondents, had found employment, as shown by the totals in Table XVI.

TABLE XVI. Length of Time to Find First Job. Information from Mailed Questionnaire (in Percentages).

A. By Training Followed

Length of time	Academic (N=74)	Vocational (N=48)	Mixed (N=55)	Total (N=177)
Immediately	36.5	39.6	50.9	41.8
Up to 2 months	31.1	16.6	30.9	27.1
2-3 months	6.8	6.2	1.8	5.1
3-6 months	4.1	12.5	5.5	6.8
6 months-1 year	5.4	10.4	7.3	7.3
No information	16.2	14.6	3.6	11.9
Total	100.0	100.0	100.0	100.0

B. By Period Left

Length of time	1935-41 (N=30)	1942-46 (N=28)	1947-51 (N=45)	1952-57 (N=74)	Total (N=177)
Immediately	30.0	50.0	35.6	48.7	41.8
Up to 2 months	23.3	25.0	31.1	28.1	27.1
2-3 months	-	7.1	6.7	-	5.1
3-6 months	13.3	3.6	8.9	6.8	6.8
6 months-1 year	16.7	3.6	6.7	6.8	7.3
No information	16.7	10.7	11.1	12.2	11.9
Total	100.0	100.0	100.0	100.0	100.0

According to the training followed, the largest group that found employment immediately and up to two months was the group of women who had received mixed academic and vocational training. As was noted above, this group was more highly motivated toward work as contrasted with the academic group, many of whom went on for further training. In the vocational group, only 56 per cent had found jobs after two months of leaving Lexington, which may indicate an unwillingness on the part of the girls in the group to enter vocations for which they are maximally suitable. The girls in this group may have sought out jobs that required overall higher level of ability and performance.

Sources for first jobs reported were varied. A list of these sources and the distribution by training received and chronological period left is shown in Table XVII.

TABLE XVII. Sources of First Jobs. Information from Mailed Questionnaire.

A. By Training Received

	Academic		Vocational		Mixed		Total	
Source	N	%	N	%	N	%	N	%
Relative advice	9	12.2	6	12.5	4	7.3	19	10.7
Friend advice	6	8.1	4	8.3	2	3.6	12	6.8
Relative gave	8	10.8	3	6.2	8	14.5	19	10.7
Friend gave	9	12.2	6	12.5	12	21.8	27	15.3
Lexington found	6	8.1	17	35.4	16	29.0	39	22.0
Other sch. found	5	6.8	-	-	3	5.4	8	4.5
State DVR	7	9.5	5	10.4	4	7.3	16	9.1
Found on own	18	24.3	2	4.2	6	10.9	26	14.7
Other	2	2.7	1	2.1	-	-	3	1.7
Not applicable	4	5.4	4	8.3	-	-	8	4.5
Total	74	100.0	48	100.0	55	100.0	177	100.0

B. By Period Left

	1935-41		1942-46		1947-51		1952-57		Total	
Source	N	%	N	%	N	%	N	%	N	%
Relative advice	4	13.3	7	12.5	3	6.7	5	10.9	19	10.7
Friend advice	1	3.3	4	7.1	4	8.9	3	6.5	12	6.8
Relative gave	5	16.7	3	5.4	4	8.9	7	15.2	19	10.7
Friend gave	3	10.0	12	21.4	7	15.5	5	10.9	27	15.3
Lexington found	8	26.7	18	32.1	3	6.7	10	21.7	39	22.0
Other sch. found	1	3.3	-	-	4	8.9	3	6.5	8	4.5
State DVR	4	13.3	4	7.1	4	8.9	4	8.7	16	9.1
Found on own	3	10.0	8	14.3	9	20.0	6	13.0	26	14.7
Other	-	-	-	-	3	6.7	-	-	3	1.7
Not applicable	1	3.3	-	-	4	8.9	3	6.5	8	4.5
Total	30	100.0	56	100.0	45	100.0	46	100.0	177	100.0

The source that helped the largest number of girls to obtain jobs was the Lexington School (22 per cent), and the next largest sources were: friends, 15 per cent; self, 15 per cent; assistance of the family, 11 per cent; went to work for a member of the family, 11 per cent. Nine per cent report State Employment Service or DVR as having helped them obtain their first jobs.

According to the classification by training received, the vocational group received the greatest assistance (35 per cent) from the Lexington School; the mixed group 23 per cent, and the academic group only eight per cent. Approximately one-fourth (24.3 per cent) of the academic group found their first jobs on their own.

When the group of respondents is classified according to the period left (Table XVII B) there are no apparent differences, with the exception of the small number of women in the 1947-51 group, for whom Lexington found jobs (seven per cent). The largest percentage for this group (20 per cent) is for the source, "found on own".

Tenure and Pay on First Jobs

153 of the 167 girls who responded to the mailed questionnaire item worked full-time on their first jobs. Nine of the girls were part-time workers and five reported seasonal work only. The majority of the girls (55 per cent) worked in factories, 25 per cent worked in offices, and ten per cent worked in stores. A small number of the girls (four) did their work at home.

The average tenure on the first job is 2.65 years. Table XVIII presents the information reported for first job tenure. Eighteen per cent of the girls worked on their first jobs for two to three years, and 16 per cent spent one-half to one year at their first job.

TABLE XVIII. Tenure on First Job. Information from Mailed Questionnaire.

Time spent	Total N	Total %
Up to 6 months	24	13.6
6-12 months	28	15.8
1-2 years	20	11.3
2-3 years	32	18.1
3-4 years	17	9.6
4-6 years	22	12.4
6-8 years	9	5.1
8 plus years	6	3.4
Not applicable	19	10.7
Total	177	100.0

Table XIX shows the range of salaries obtained on the first job.

The majority of the women (39 per cent) received annual salaries between $2,000-$3,000 and the next largest category received between $1,000-$2,000 annually (30 per cent). The distribution of salaries obtained by program followed favors slightly the girls in the academic group. The distribution according to chronological period left, as would be expected, shows a general increase in salaries received from the early period (1935-41) to the latest period (1952-57.)

Number of Jobs Held

The average number of jobs held by respondents to the questionnaire was 3.0 jobs. Women in the academic group held, on the average, more

TABLE XIX. Annual Income Received on First Jobs. Information from Mailed Questionnaire.

A. By Program Followed

	Academic		Vocational		Mixed		Total	
Income	N	%	N	%	N	%	N	%
Less than $1,000	8	10.8	6	12.5	11	20.0	25	14.1
$1,000-$2,000	23	31.1	16	33.3	15	27.3	54	30.5
$2,000-$3,000	28	37.8	18	37.5	23	41.8	69	39.0
$3,000-$4,000	10	13.5	2	4.2	3	5.4	15	8.5
$4,000-$5,000	1	1.4	1	2.1	1	1.8	3	1.7
Not applicable	4	5.4	5	10.4	2	3.6	11	6.2
Total	74	100.0	48	100.0	55	100.0	177	100.0

B. By Period Left

	1935-41		1942-46		1947-51		1952-57		Total	
Income	N	%	N	%	N	%	N	%	N	%
Less than $1,000	10	33.3	12	21.4	1	2.2	2	4.3	25	14.1
$1,000-$2,000	14	46.7	18	32.2	19	42.2	3	6.5	54	30.5
$2,000-$3,000	6	20.0	21	37.5	12	26.7	30	65.2	69	39.0
$3,000-$4,000	-	-	3	5.4	7	15.6	5	10.9	15	8.5
$4,000-$5,000	-	-	-	-	1	2.2	2	4.3	3	1.7
Not applicable	-	-	1	1.8	5	11.1	5	10.9	11	6.2
Total	30	100.0	56	100.0	45	100.0	46	100.0	177	100.0

jobs (3.5) than women in the other groups. Vocationally-trained women held a low average of 2.41 jobs. The job mobility in the former group may be explained by a generally greater awareness of opportunities and employee practices in the occupational world. Women in the vocational group, however, may have felt a greater security on their existing jobs with their limited skills, and may have been reluctant to attempt job shifts. (A discussion of job changes is presented in greater detail below.) The mean number of jobs according to the four chronological periods left, from earliest to most recent, are 3.83, 3.14, 2.80 and 2.23 jobs, respectively. The decline in these figures is explained by the fact that women who left Lexington in the earlier periods have had longer work histories in which to make changes from job to job.

Current Employment Status

Information was also obtained from the respondents as to their current employment status. Of the 177 women, 116 were unemployed, 58 were employed, and three did not report any information, on the questionnaire. Table XX shows the distribution of tenure on current jobs reported at the time of the questionnaire.

TABLE XX. Employment Status and Tenure on Current Job. Information Reported at Time of Response to Mailed Questionnaire.

					Years employed					
Group	Total	Unem-ployed	No info.	Empl.	0-1/2	1/2-1	1-3	3-6	6-10	10 plus
Academic	74	45	3	26	2	3	6	9	5	1
Vocational	48	36	-	12	-	1	1	3	2	5
Mixed	55	35	-	20	1	2	4	5	6	2
Total	177	116	3	58	3	6	11	17	13	8
1935-41	30	13	1	16	-	2	4	3	5	2
1942-46	56	36	1	19	1	2	2	4	6	4
1947-51	45	34	1	10	1	1	3	2	1	2
1952-57	46	33	-	13	1	1	2	8	1	-
Total	177	116	3	58	3	6	11	17	13	8

Twelve women said they wished to change their current jobs. Fifty-one indicated satisfaction with current job; 10 gave no response; and for 104, the question of job change did not apply. The reasons for desire to change jobs that were given by 10 of the 12 were as follows: preferred different work, better status, chance for advancement, better security, better working conditions, preferred to work near or with deaf friends, and did not like to work with non-Caucasians.

Problems

In response to the question "Did you have any problems on your first job?", 148 women answered "no", and seven gave no response. The reasons given for the 22 who answered "yes" are presented in Table XXI.

TABLE XXI. Reasons given for Problems Encountered on First Job. Information from Mailed Questionnaire.

Reason	N
Insufficient training	8
Insufficient experience	3
People don't like to hire deaf	3
People didn't understand me	2
Insufficient exposure to hearing world	1
Difficulty in understanding others	1
Supervisor picked on deaf	1
Employer unwilling to communicate	1
People think deaf can't do anything	1
Too slow	1
Total	22

Of the 22 comments, 10 were made by women in the academic group, and six each from the vocational and mixed groups. The academic comments were made to the first three reasons and the fifth reason listed in Table XXI. The major source for the comments of the academically-trained girls, therefore, seems to be an awareness of insufficiencies (not necessarily based on their deafness) and a sensitivity to the negative reaction of (hearing) employers to the deaf. The remainder of the reasons, given primarily by women in the mixed and vocational groups, bear upon more personalized limitations, especially in the communicative area.

Summary

Tabulations on marital, socio-economic, education, and vocational status were assembled. 149 of the 177 women are married; 17 are single; and the remaining 11, divorced, widowed, or separated. Of those women reporting number of children, there is an average of two children per family. The average chronological age of the respondents is 32.3 years. The majority of the women live in rented dwelling units of four to five rooms. The largest occupational trade group reported for husband's occupation was for the printing trades, in which 32 per cent are engaged.

Less than half of the respondents (42 per cent) began educational training at other schools, primarily from schools for the deaf. Fifty-eight per cent of the group began their training at the Lexington School. An average of 10.6 years was spent at the Lexington School by the respondents. Eighty-one per cent of the girls received their diplomas and completed the program. The distribution of immediate post-Lexington activities shows that 63 per cent went to work and 10 per cent married or stayed at home. The remainder continued with either academic or vocational training.

The garment trades claim 40.5 per cent of first jobs of deaf women, and clerical and sales workers comprise the next largest occupational group. About 70 per cent obtained their first jobs within two months. The Lexington School helped the largest number of girls obtain their first jobs (22 per cent). The average tenure for first jobs was 2.65 years, with a median annual salary within the $2,000-$3,000 range. The respondents report an average number of three jobs held during their working careers.

Exactly one-third of the respondents were employed when they completed the questionnaires. Very few (12 per cent) of the 177 reported any problems encountered in obtaining first jobs.

References

1. **U.S. Dept. of Labor, Women's Bureau, 1960 Handbook on Women Workers, Bull. No. 275, Washington, D.C., U.S. Gov't Printing Office, 1960.**

CHAPTER IV

THE INTERVIEW: EDUCATIONAL BACKGROUND AND COMMUNICATION

The personal interview with 125 of the 177 respondents to the questionnaire yielded more specific information regarding post-Lexington activities and vocational pursuits. The following information pertains only to those women who were interviewed by one or the other of the interviewers, either at the interviewee's home or at the Lexington School in the Research Department offices.

Pre-vocational Characteristics

The 125 interviewees had attained an average chronological age of 32.2 years (as of January, 1962); an average hearing loss of 87.7 db (for the three speech frequencies for the better ear); had a mean IQ score of 103.0; and had spent an average of 10.7 years at the Lexington School.

There were 47 in the academic group, 36 in the vocational, and 42 in the mixed group, according to program followed while at the Lexington School. Table XXII shows the distribution of the 125 girls according to period left and program followed. For the 1935-41 to 1952-57 groups, the means of chronological age are 42.1, 35.1, 30.3, and 24.9 years, respectively, with corresponding means for number of years spent at Lexington being 8.9, 9.4, 11.9, and 12.1 years for the four groups.

TABLE XXII. Classification of Interviewees by Program Followed and by Period Left Lexington.

Period left	Program followed Academic	Vocational	Mixed	Total	(%)
1935-41	8	3	10	21	(17)
1942-46	16	10	12	38	(30)
1947-51	15	8	8	31	(25)
1952-57	8	15	12	35	(28)
Total	47	36	42	125	
(%)	(37)	(29)	(34)	(100)	(100)

Information from School Records

At the time the interviewees left the Lexington School they had attained an average fifth-grade level of scholastic achievement. Table XXIII shows that the academic group means are between sixth- and seventh-grade level, whereas the vocational group means fall between the third- and fourth-grade level. Table XXIV gives data on groupings of school subject grades for the three groups. Although the total means for the various subject groups are quite close, there are some interesting variations within the groups according to program followed that may be noted in Figure 1. In the academic and communication subject groupings the academically-trained group is the highest, but it is the lowest in the subject area of learning vocational skills, which may be a reflection of their attitudes and orientation to this area. The mixed group, who completed their academic training and continued in the vocational areas in order to prepare themselves for employment, have the highest means both in vocational skill subjects and in the related vocational subjects, which include vocational adjustment and guidance.

TABLE XXIII. Means and SD's for Four School Achievement Tests of the Interviewees (in Grade-Point Averages).

Group		Word meaning	Paragraph meaning	Arithmet. computat.	Arithmet. reasoning
Academic	N	(40)	(44)	(44)	(44)
	Mean	6.13	6.18	7.10	6.95
	SD	1.7	1.5	1.4	1.2
Vocational	N	(22)	(22)	(22)	(22)
	Mean	3.58	3.31	4.21	3.78
	SD	1.4	1.2	1.2	1.4
Mixed	N	(34)	(38)	(38)	(39)
	Mean	4.74	4.54	5.98	5.32
	SD	1.7	1.4	1.7	1.5
Total	N	(96)	(104)	(104)	(105)
	Mean	5.05	4.97	5.98	5.98
	SD	1.9	1.8	1.8	1.8

TABLE XXIV. Means and SD's for Four Groupings of Averaged School Subject Grades of the Interviewees.

Group		Academic subjects	Communication subjects	Vocational subjects	Related vocational subjects
Academic	N	(45)	(46)	(44)	(23)
	Mean	82.87	83.15	79.48	81.39
	SD	3.9	4.2	5.4	5.4
Vocational	N	(11)	(6)	(36)	(35)
	Mean	76.73	78.50	80.00	77.80
	SD	9.2	7.0	3.8	4.5
Mixed	N	(40)	(40)	(42)	(38)
	Mean	80.60	80.92	80.33	81.89
	SD	5.2	4.1	3.9	4.7
Total	N	(96)	(92)	(122)	(96)
	Mean	81.22	81.88	79.93	80.28
	SD	5.6	4.6	4.5	5.2

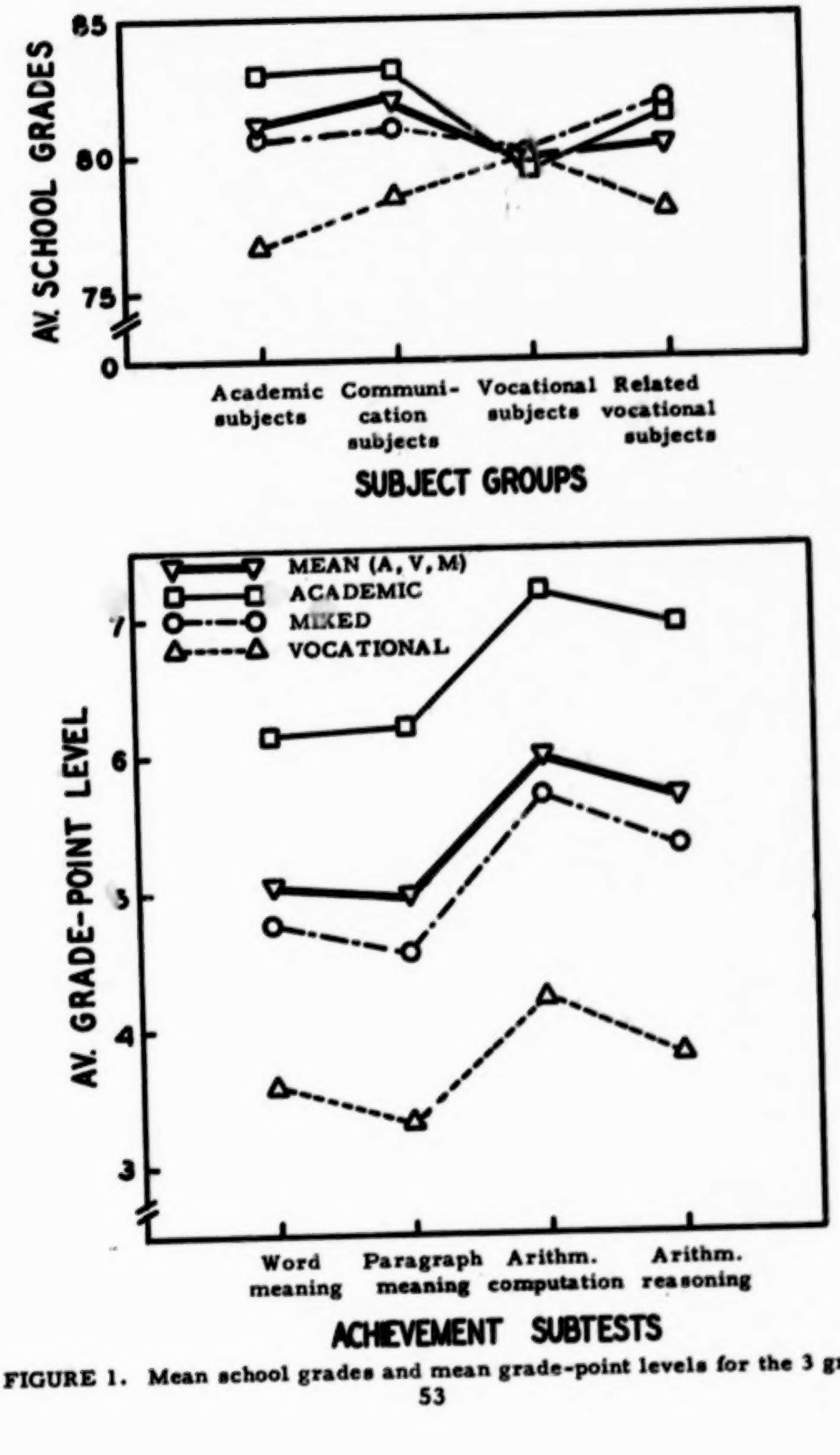


FIGURE 1. Mean school grades and mean grade-point levels for the 3 groups.

TABLE XXV. Reasons for Leaving Lexington. Information from Interviews.

Reasons	Academic		Vocational		Mixed		Total	
	N	%	N	%	N	%	N	%
Complete training	36	76.6	23	63.9	27	64.3	86	68.8
Marriage	1	2.1	1	2.8	3	7.1	5	4.0
Support family	-	-	3	8.3	1	2.4	4	3.2
Wanted to work	5	10.6	1	2.8	3	7.1	9	7.2
Transfer was nec.	4	8.5	-	-	1	2.4	5	4.0
Negative to Lex.	1	2.1	5	13.9	7	16.7	13	10.4
To be at home	-	-	3	8.3	-	-	3	2.4
Total	47	99.9	36	100.0	42	100.0	125	100.0

Leaving the School Program

Better than two-thirds (68.8 per cent) of the women interviewed indicated they left the school program because they had completed the training (Table XXV). The ten per cent who left school primarily because they felt they were not receiving sufficient training or had negative attitudes toward their teachers or the Lexington program, and the seven per cent who preferred to work (rather than see the program through), may have felt a need to assert themselves as emerging individuals, seeking independence from the protective environment of either the family or the school.

It is interesting to note that although almost 64 per cent of the vocationally-trained girls completed training, only one (2.8 per cent) left earlier because she preferred to work. Three of the vocational group left earlier than completion of the program either because they were needed or preferred to be at home. The largest group percentage of those who completed the Lexington program is for the academically-trained group. Only one left the program for reasons of negative reaction to Lexington. Fourteen per cent and 17 per cent of the vocational and mixed group, respectively,

TABLE XXVI. Responses of Interviewees to "What Subjects Did You Study at Lexington That You Feel Helped You on any Job?".

Subject	N
Lipreading	47
Power machine operation	37
English	33
Arithmetic	30
None/no response	30
Sewing	16
Homemaking	9
Handicrafts	9
Speech	7
Reading	6
Bookbinding	5
Art and design	4
Typing	4
General shop	3
Science	2
Miscellaneous comments	6
Total	248*

*Does not sum to 125 since some women gave more than one subject.

however, left for reasons of negative reactions to the program. The negativism, in some cases, grew out of a resentment towards specific vocational preparation which was in conflict with unrealistic self-concepts as to capacity, abilities, and suitability for higher job levels.

Retrospective Assessment of School Program

When the interviewees were asked what subjects they had studied that they felt were of help to them on their jobs, the largest number of responses were for the subjects dealing with the acquisition of communicative skills. In Table XXVI, 47 responses were given for lipreading; 33 for English and language; seven for speech; and six for reading. Power machine operation (37 responses) was rated high among the vocational skills learned. Arithmetic was also rated quite high, according to the number of responses given.

Communication

In view of the large number of responses to communication skills being helpful on the job, interviewees were queried as to their modes of communication at their places of employment. Communicative mode was explored in two contexts: how the deaf workers communicated with employers, supervisors, and/or foremen regarding the execution of the work and related factors, and how the deaf worker communicated in a social, relaxed context, with co-workers and/or friends while at work. Table XXVII presents the responses for the more exacting communicative situation of

TABLE XXVII. Mode of Communication On the Job Regarding the Job. Information from Interview.

A. By Program Followed

	Academic		Vocational		Mixed		Total	
Mode	N	%	N	%	N	%	N	%
Speech only	23	52.3	7	21.1	17	41.5	47	39.8
Most sp/some wr	17	38.6	11	33.3	16	39.0	44	37.3
Most wr/some sp	3	6.8	11	33.3	4	9.8	18	15.3
Write only	1	2.3	4	12.1	4	9.8	9	7.6
Total	44	100.0	33	99.9	41	100.0	118	100.0

B. By Period Left

	1935-41		1942-46		1947-51		1952-57		Total	
Mode	N	%	N	%	N	%	N	%	N	%
Speech only	9	47.4	18	47.4	9	32.1	11	33.3	47	39.8
Most sp/some wr	5	26.3	12	31.6	16	57.2	11	33.3	44	37.3
Most wr/some sp	3	15.8	5	13.2	2	7.1	8	24.2	18	15.3
Write only	2	10.5	3	7.9	1	3.6	3	9.1	9	7.6
Total	19	100.0	38	100.0	28	100.0	33	99.9	118	100.0

TABLE XXVIII. Mode of Social Communication On the Job (With Friends and/or Co-workers). Information from Interview.

A. By Program Followed

Mode	Academic		Vocational		Mixed		Total	
	N	%	N	%	N	%	N	%
Mostly speech	31	66.0	14	38.9	23	54.8	68	54.4
Mostly write	3	6.4	2	5.6	3	7.1	8	6.4
Mostly sign	4	8.5	8	22.2	8	19.0	20	16.0
Speak to hearing/ sign to deaf	3	6.4	4	11.1	8	19.0	15	12.0
Not applicable	6	12.8	8	22.2	-	-	14	11.2
Total	47	100.0	36	100.0	42	99.9	125	100.0

B. By Period Left

Mode	1935-41		1942-46		1947-51		1952-57		Total	
	N	%	N	%	N	%	N	%	N	%
Mostly speech	9	42.9	18	47.4	22	71.0	19	54.3	68	54.4
Mostly write	2	9.5	3	7.9	-	-	3	8.6	8	6.4
Mostly sign	5	23.8	7	18.4	4	12.9	4	11.4	20	16.0
Speak to hearing/ sign to deaf	3	14.3	7	18.4	1	3.2	4	11.4	15	12.0
Not applicable	2	9.5	3	7.9	4	12.9	5	14.3	14	11.2
Total	21	100.0	38	100.0	31	100.0	35	100.0	125	100.0

talking about job-related matters, and responses to how the interviewees communicated with their deaf and hearing co-workers are shown in Table XXVIII.

For communicating with employers and supervisors, 40 per cent of the deaf women workers used speech only, and an almost equal percentage spoke most of the time, but used writing some of the time (37 per cent). Twenty-three per cent used writing as the primary means of expression and communication; 15.3 per cent combined with some speech; 7.6 used writing exclusively. Vocationally-trained women prefer some combination of written and oral mode of communication (67 per cent); more than half of the academic group use speech only, and speech was the predominant mode of communication for more than 90 per cent of the latter group.

The same relationship among the academic, vocational, and mixed groups is noted for both Tables XXVII and XXVIII. Better than half of the entire group (54.4 per cent) communicate by using speech mostly in more relaxed situations. A combination of 28 per cent use manual means of communication with their deaf co-workers; 12 per cent of the entire group, who are included in the latter figure, communicate manually with deaf co-workers, but orally with their hearing co-workers.

There is a slight increase in the use of speech on the job with co-workers and a concomitant decrease in manual communication when the results are compared by period left (Table XXVII). In view of the fact that several of the interviewees indicated at other times during the interviews that they preferred not to work in companies or departments with other deaf workers, this trend is not surprising.

In the matter of communication in the work situation it was felt important to include not only the mode of communication but also a rating on the effectiveness of such communication. Interviewees were asked how well they could make themselves understood to their hearing co-workers and supervisors, and were also asked to rate their ability to understand other people on their jobs. The result of the tabulations are found in Tables XXIX and XXX.

TABLE XXIX. Rating of Ability to Make Self Understood to Others.

Rating	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
Very well imm.	16	34.0	6	16.7	12	28.6	34	27.2
Very well after wh.	25	53.2	13	36.1	21	50.0	59	47.2
Good	2	4.3	3	8.3	1	2.4	6	4.8
Fair	-	-	5	13.9	4	9.5	9	7.2
Poor	1	2.1	4	11.1	1	2.4	6	4.8
Not applicable	3	6.4	5	13.9	3	7.1	11	8.8
Total	47	100.0	36	100.0	42	100.0	125	100.0

Ability to Make Self Understood to Others

Three-fourths of the entire group state that they are understood by others very well, either immediately or after a short period of time; only five per cent indicate "poor" ability in making themselves understood to others. In the academic group 87.2 per cent indicate high ability in making themselves understood to others within a short period of time, and only one woman indicated "poor" as a self-rating. In the vocational grpup 52.8 per cent rate themselves as "high", whereas a total of 25 per cent indicate "fair" or "poor" ability in communicating with others intelligibly. The mixed group falls in between these two groups.

TABLE XXX. Self Rating of Ability to Understand Other People on the Job.

Rating	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
Very well imm.	19	40.4	8	22.2	16	38.1	43	34.4
Very well after wh.	19	40.4	14	38.9	18	42.8	51	40.8
Good	3	6.4	3	8.3	2	4.8	8	6.4
Fair	2	4.3	4	11.1	2	4.8	8	6.4
Poor	1	2.1	2	5.6	1	2.4	4	3.2
Not applicable	3	6.4	5	13.9	3	7.1	11	8.8
Total	47	100.0	36	100.0	42	100.0	125	100.0

Ability to Understand Others

The total ratings of ability to understand other people on the job which appear in Table XXX vary slightly from the corresponding total figures in Table XXIX. A slightly higher percentage is noted for all groups in the rating of ability to understand others very well immediately (no difficulties encountered in receptive communication). Inspection of the percentages, however, reveal that the deaf women interviewed rate themselves somewhat less favorably in receptive communication than in expressive communication.

Interviewers' Ratings of Communication

After the close of the interview each of the interviewers rated the deaf women on communication according to the guide described in Chapter II. The distribution of ratings for the academic, vocational and mixed groups appear in Table XXXI. Forty per cent of the group receive ratings of 4.0 and above, and 31.2 per cent receive ratings of 3.0 to 3.9. Both these percentages compare favorably to the first two rating categories in Tables XXIX and XXX. Again, the academic group receive highest ratings, the mixed group fall in between, and the vocational group receive the lowest overall ratings on communication levels.

The coefficient of correlation computed for the communication rating of the interviewer and the communication grade from the school records for 92 of the interviewees for whom the information was available was .64, and was significant. When coefficients of correlation were computed for each of the training groups, a higher coefficient was noted for the vocational group (.79); also significant was the correlation for the academic group (.56); the coefficient for the mixed group (.26), however, did not reach significance.

TABLE XXXI. Interviewers' Rating of Communication Level.

Rating	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
0.0-0.9	-	-	3	8.3	-	-	3	2.4
1.0-1.9	2	4.3	8	22.3	3	7.2	13	10.4
2.0-2.9	4	8.6	8	22.2	8	19.1	20	16.0
3.0-3.9	13	27.7	14	38.9	12	28.6	39	31.2
4.0-4.9	28	59.5	3	8.4	19	45.3	50	40.0
Total	47	100.0	36	100.0	42	100.0	125	100.0

As shown in Figure 1, the average communication grade for the academic and vocational groups, respectively, are 83.2 and 78.5. The average communication ratings for these two groups are 3.9 (academic) and 2.5 (vocational). The total group means fall between the two sets of figures in each case.

It would appear, then, that the guide for communication rating, as presented, is most useful in helping to identify women with communication levels generally below the average. The question arises concerning the intervention of other factors, not taken into account in the guide, that may have influenced the interviewers' assignment of ratings to those women who communicated in general better than average. Among such factors may be included the unconscious ability of the interviewer to lipread the deaf speaker in the assessment of expressive skills. The ease with which rapport was established during the interview may similarly have induced the interviewer to give higher ratings, in spite of instructions and attempts to follow the guide.

Summary

Information on educational background and on communicative functioning on the job was compiled for 125 interviewees. The average chronological age was 32.2 years (as of January, 1962); their average hearing loss was 87.7 db (for the three speech frequencies in the better ear); the mean IQ score was 103.0; and an average of 10.7 years had been spent at the Lexington School.

At time of school-leaving, an average fifth grade level of scholastic achievement had been attained. The group means on subject grades range from 79 to 83 for the academically-trained group; 76 to 80 for the vocationally-trained group; and 80 to 82 for the group who received mixed training. More than two thirds of the women completed the school program. Of the 17 per cent who left the school prior to completion, ten per cent felt that they were not receiving sufficient training or were negative to school personnel, and seven per cent indicated that they preferred to work rather than continue their schooling. A greater percentage of women in the academic group completed the school program than in either of the two other groups. In a retrospective assessment of the school program, the interviewed women said that school subjects dealing with the acquisition of communicative skills were most helpful to them on their jobs. Power machine operation and arithmetic were also rated as helpful to them in later years.

Forty per cent of the women communicated on the job about the job with speech only. Less than eight per cent listed writing as the only means of communication for their work. The remaining 52 per cent relied on combinations of speech and writing. With regard to social communication with co-workers, 54 per cent depended primarily on speech, 28 per cent used gestures or signs, the remainder wrote or worked in offices where they did not communicate socially. Three-quarters of the women felt that they were able to understand and were able to make themselves understood very easily a short while after they became used to the people and surroundings. Only four per cent indicated that they have severe difficulties in the communicative area. A five-point rating scale was devised for interviewer evaluation of the level of communication of the women during the interviews. Seventy per cent received ratings of three and higher (adequate to excellent ability to communicate). The correlation between the interviewers' ratings and school communication grades was .64, and was significant.

CHAPTER V

STATUS OF THE INTERVIEWEES

At the time of the interview 98 of the women were married and 27 were single (Table XXXII). Of the 27, 17 had never been married; the other ten were divorced or separated from their husbands. The average length of time that elapsed after leaving Lexington before the subjects were married was 4.4 years. The academic group married somewhat later (4.8 years) and the vocational group married earlier (4.0 years). While the average number of years which elapsed before marriage for the 1952-57 group was only 2.1 years, as contrasted with 4.9, 5.1, and 5.4 years for the other groups, respectively, most of the single women (ten out of 17) are found in the 1952-57 group. It is expected that the majority of these women will eventually marry, which would raise the mean for the group and more closely approximate the means for the other groups.

TABLE XXXII. Marital Status and Period of School-leaving of the 125 Interviewees.

Period left	Married*	Single**
1935-41	18	3
1942-46	32	6
1947-51	23	8
1952-57	25	10
Total	98	27

*Includes second marriages.
**Includes divorced and separated.

TABLE XXXIII. Interviewers' Rating of Interior Housing.

	Academic		Vocational		Mixed		Total	
Rating	N	%	N	%	N	%	N	%
0.0 - 0.9	-	-	1	2.9	1	2.6	2	1.7
1.0 - 1.9	-	-	4	11.4	-	-	4	3.5
2.0 - 2.9	6	14.6	14	40.0	4	10.3	24	20.9
3.0 - 3.9	15	36.6	12	34.3	24	61.5	51	44.3
4.0 –4.9	20	48.8	4	11.4	10	25.6	34	29.6
Total	41	100.0	35	100.0	39	100.0	115*	100.0

* Ten women were not interviewed at home.

During the interview in the home an evaluation was made as to the interior housing of the respondent by a rating scale discussed earlier (Chapter I). Table XXXIII presents the ratings made by the interviewers.

The mean for the whole group was 3.53; the means for the groups according to program followed were: 3.96 for the academic group; 2.91 for the vocational group, and 3.63 for the mixed group. No differences were obtained between groups when the information was analyzed in terms of period left. The differences noted between the groups by program followed may relate to differences in the women's earnings or to their husbands' earnings, or to the socio-economic background of their families. The fact that there is no difference between the groups in terms of period left indicates that there is no difference in the kind of home and the amount of comfort that a 25-year-old woman has, as compared with a 45-year-old woman, in spite of a general cultural expectation that the older woman might be more stable and that her husband might have advanced financially so that they might be able to afford more comforts.

Table XXXIV lists the current employment status by marital status for the 125 interviewees.

TABLE XXXIV. Current Employment Status by Marital Status of the Interviewees.

Status		Employed	Unemployed	Total
Married	N	30	68	98
	%	30.6	69.4	100.0
Single	N	17	10	27
	%	63.0	37.0	100.0
Total	N	47	78	125
	%	37.6	62.4	100.0

The national average (1) reveals that 39.2 per cent of women from 20 to 44 are currently employed. This compares with 38.4 per cent of the group interviewed.

Of the 125 women interviewed, 98 were married. They married, on the average, approximately four years after they left Lexington. The academic group dwell in more comfortable surroundings than do the vocational or the mixed groups, but the length of time available for the establishment of a household has no relation to the degree of comfort enjoyed. Sixty-three per cent of the single women and 31 per cent of the married women are currently employed.

Vocational Status

During the interview the subjects were asked to give their job titles for the various jobs they had held as well as some description of the duties entailed in each job. Titles and duties were then evaluated by the Dictionary of Occupational Titles, and were subsequently categorized according to the guide in Table I. Table XXXV gives the status by first and last jobs held by the women, according to the program followed.

TABLE XXXV. Status by First and Last Jobs.

Occ. cat.	Job	Acad.	Voc.	Mix.	Total	1935 -41	1942 -46	1947 -51	1952 -57	Total
I	First	1	-	-	1	-	-	1	-	1
	Last	1	-	-	1	-	-	1	-	1
II	First	24	3	7	34	-	10	12	12	34
	Last	32	4	12	48	2	18	14	14	48
III	First	-	1	-	1	-	-	-	1	1
	Last	-	-	-	-	-	-	-	-	-
V	First	1	-	2	3	2	1	-	-	3
	Last	2	-	6	8	2	5	1	-	8
VI	First	10	22	21	53	12	15	13	13	53
	Last	6	19	18	43	15	10	7	11	43
VII	First	9	8	12	29	7	12	3	7	29
	Last	4	11	6	21	2	5	6	8	21
Total		45	34	42	121	21	38	29*	33*	121

*Two women never worked.

I Professional and managerial
II Clerical and sales
III Service
V Skilled
VI Semi-skilled
VII Unskilled

For the first job 43.8 per cent of the women were found in the semi-skilled category, the majority of these being power machine operators; 28.1 per cent were found in the clerical and sales group; 23.9 per cent were found in the unskilled labor force. For the last job, the clerical group had become the largest, encompassing 39.6 per cent of the women; there were drops to 35.5 per cent for the semi-skilled group, and 17.3 per cent for the unskilled group. The number of those persons engaged in skilled occupations rose from three to eight in the intermediary jobs; the clerical and sales group, the unskilled labor group and the semi-skilled workers maintained approximately equal numbers. The academic group by itself accounts for more than two-thirds of all women who held clerical and sales positions. By period left, the 1942-46 group accounts for the largest number of changes to clerical and skilled occupations, and the largest drop from semi-skilled or unskilled.

Table XXXVI shows the respondents' reaction to their first jobs in terms of its being a good job for the deaf.

TABLE XXXVI. Interviewees' Responses to the Question, "Was Your First Job a Good Job for Deaf Women?".

Groups	Yes	No	Equiv -ocal	Not App.	Total
Academic	22	12	10	3	47
Vocational	20	7	6	3	36
Mixed	23	8	10	1	42
Total	65	27	26	7	125
(%)	(52)	(22)	(21)	(6)	(101)

Of those who responded "no" in Table XXXVI, ten were found in the unskilled group; five in the semi-skilled; five in the clerical and three more in the skilled group. All of those occupied in skilled trades, as well as half of those working in unskilled occupations, expressed dissatisfaction with their employment, as contrasted with less than 15 per cent of those employed in clerical and semi-skilled work. In their place of employment on the last job, 68 per cent were satisfied with their positions, and 11 per cent were resigned to their situations. Those who expressed resignation to their jobs felt that no other positions were available to them in the company, either with or without training. The remainder (21 per cent) indicated that there were other jobs in the company they would like to have that would mean greater pay, more status, or a preferred kind of work for them. However, these women felt that their chances of advancing were poor.

Number of Jobs Held

The average number of jobs for the 121 interviewees who held jobs was 3.13. The academic group average was the highest, with 3.82 jobs held. For the vocational and mixed groups, 2.29 and 3.07 was the average number of jobs held respectively.

The differences noted between the groups by program followed may be explained by the number of people who held one job only. Of the 29 people in this category, five were academically-trained, comprising 17 per cent of that group; 13 were vocationally-trained, accounting for 45 per cent of that group; and for the mixed group, 11, or 38 per cent of that group, held one job only. Fifteen of the 29 women having one job only are in the 1952-57 group.

As might be expected, due to the greater period of time available for work, the 1935-1941 group held 4.37 jobs as compared to 3.39, 3.03, 2.15 jobs held by the 1942-46, 1947-51, 1952-57 groups, respectively.

Sources of Jobs

Subjects were asked the sources used to obtain employment, and the attempt was made to determine the degree to which they participated in the process of job-seeking. In Table XXXVII, the sources of the way in which the subjects participated in finding their first and their last jobs are compared.

TABLE XXXVII. How First and Last Jobs Were Obtained. Information from Interviews. (F = First Job; L = Last Job.)

A. By Program Followed

	Acad.		Vocat.		Mixed		Total			
							First		Last	
Source	F	L	F	L	F	L	N	%	N	%
Newsp. ads	5	5	1	2	2	5	8	6.4	12	9.6
Priv. agcy	7	11	-	3	2	3	9	7.2	17	13.6
State or DVR	3	6	3	6	-	3	6	4.8	15	12.0
Rel. hired	-	2	-	-	-	1	-	-	3	2.4
Rel. took	6	3	3	5	6	3	15	12.0	11	8.8
Rel. told	2	1	1	1	6	8	9	7.2	10	8.0
Friend hired	-	1	-	-	1	1	1	0.8	2	1.6
Friend took	7	6	6	8	9	9	22	17.6	23	18.4
Friend told	5	6	2	1	2	2	9	7.2	9	7.2
Looked on own	3	4	1	1	1	4	5	4.0	9	7.2
Through Lex.	7	-	16	6	13	3	36	28.8	9	7.2
Not applic.	2	2	3	3	-	-	5	4.0	5	4.0
Total	47	47	36	36	42	42	125	100.0	125	100.0

B. By Period Left

	1935 -41		1942 -46		1947 -51		1952 -57		Total			
Source	F	L	F	L	F	L	F	L	N	%	N	%
Newsp. ads	-	1	3	3	2	2	3	6	8	6.4	12	9.6
Priv. agcy	-	2	1	7	5	5	3	3	9	7.2	17	13.6
State or DVR	2	4	2	6	1	3	1	2	6	4.8	15	12.0
Rel. hired	-	1	-	-	-	2	-	-	-	-	3	2.4
Rel. took	7	3	1	1	1	1	6	6	15	12.0	11	8.8
Rel. told	-	1	3	4	3	3	3	2	9	7.2	10	8.0
Friend hired	-	-	1	1	-	1	-	-	1	0.8	2	1.6
Friend took	4	4	7	9	7	5	4	5	22	17.6	23	18.4
Friend told	-	-	3	1	3	4	3	4	9	7.2	9	7.2
Looked on own	-	5	1	3	2	1	2	-	5	4.0	9	7.2
Through Lex.	7	-	16	3	5	2	8	4	36	28.8	9	7.2
Not applic.	1	-	-	-	2	2	2	3	5	4.0	5	4.0
Total	21	21	38	38	31	31	35	35	125	100.0	125	100.0

The distribution of first-job sources may be summarized under four general groupings: schools and agencies (33.6 per cent); friends (25.6 per cent); relatives (19.2 per cent); and self (17.6 per cent). The "Not applicable" category includes four people who never worked and one person from the pre-war group who did not remember how the job was obtained. In most cases those women who obtained jobs through private agencies made the initial contact on their own.

If job-seeking is viewed on a continuum from dependence on others to independence, obtaining employment through "Newspaper ads" and "Looking on own" may be considered as independent behavior (10.4 per cent), while seeking work through such sources as "Lexington School", "State or DVR", "Relative hired" and "Friend hired" may be considered behavior reflecting dependence on others (34.4 per cent). The remaining responses involve varying degrees of participation on both the part of the deaf job-seeker and others (51.2 per cent).

There is a shifting in the degree to which sources of job-seeking are utilized from first to last jobs. On the last job, the interviewees depended most on their own activities (30.4 per cent) and less on schools or state agencies (19.2 per cent). The two other sources used to obtain employment (friends — 27.2 per cent, and relatives — 19.2 per cent) were utilized as often as in the first job. The academic group obtained 42.5 per cent of their jobs by themselves and 12.8 per cent of their jobs through schools or state agencies. This contrasts sharply with the vocational group who obtained 16.7 per cent of their jobs by themselves and 33.4 per cent through schools or state agencies.

All groups depended to a great extent on friends (27.7 per cent, 25.0 per cent, 28.3 per cent for the academic, vocational and mixed groups, respectively), and the mixed group were helped by relatives (28.5 per cent) to a greater extent than the academic (17.8 per cent) or vocational (16.7 per cent) groups.

Pay

The following information on pay is presented on the basis of gross weekly earnings. All comparisons are made before deductions, which vary greatly from individual to individual, were taken out of the salary earned.

In a preliminary analysis, married women obtained an average salary of $58.00 as compared with $59.40 for single women on the last or most recent job held. Since the difference in salary is negligible between the two groups, subsequent data are not presented with differentiation on the basis of marital status.

Initial and Terminal Salary Received

The distribution of average salary for both first and last jobs for the academic, mixed, and vocational groups according to period when left the Lexington School are presented in Table XXXVIII, A and B.

The average initial salary received on the first job was $33.20. Averaging across all jobs obtained during the period in which the worker began, it will be seen that the mean initial salary received increases, (e.g., $25.20 in 1935-41 vs. $41.80 in 1952-57). It is interesting to note that the total average salaries do not differ for the three training groups in Table XXXVIII A, but that there is a considerable difference in the same

TABLE XXXVIII. Mean Starting Salaries Received for First and Last Jobs by Program Followed and by Period Left Lexington. Information from Interviews.

A. First Job

Period	(N)	Academic (44)	Vocational (32)	Mixed (42)	Total (118)
1935-41	(20)	$26.60	$27.00	$23.60	$25.10
1942-46	(37)	28.20	25.80	28.60	27.72
1947-51	(28)	35.80	32.40	40.00	36.28
1952-57	(33)	50.60	38.80	40.20	41.76
Total	(118)	34.00	32.80	33.00	33.20

B. Last Job

Period	(N)	Academic (45)	Vocational (34)	Mixed (41)	Total (120)
1935-41	(21)	$50.20	$30.60	$42.60	$43.80
1942-46	(38)	47.60	33.40	49.60	43.36
1947-51	(29)	52.40	36.20	39.00	44.82
1952-57	(32)	56.20	42.80	46.80	47.06
Total	(120)	50.80	37.60	45.00	45.20

figures for the last job (Table XXXVIII B). Also interesting to note is the fact that for the last job, period when left Lexington does not seem to have an effect on initial salary received. The means for terminal salary received on the first job are $ 42.60 for the academic group; $ 43.20, vocational; and $ 46.20 for the mixed group. Corresponding figures for the last job are: academic, $ 63.60; vocational, $ 50.10; and, mixed, $58.40.

The total differences in mean initial and terminal salaries for both first and last jobs are compared in Table XXXIX.

The academic group show the smallest increase in advancement in salary on the first job. There is a difference in starting pay on first and last jobs of $ 12.00 for the academic and vocational groups. The academic

TABLE XXXIX. Mean Differences (Gains) Between Initial and Terminal Salaries for the First Job and for the Last Job; and Mean Differences (Gains) Between First and Last Jobs for Initial and for Terminal Salaries Received. Information from Interviews.

Group	Betw. init. & term. sal. first job gain	last job gain	Betw. first & last job init. sal. gain	term. sal. gain
Academic	$ 8.60	$12.80	$16.80	$21.00
Vocational	10.40	12.50	4.80	6.90
Mixed	13.20	13.40	12.00	11.80
Total	11.00	12.80	12.00	13.80

academic group show the highest percentage of office workers, while the vocational group has the lowest. The unanimity of gains in salary on a given job and the difference in starting pay from first to last jobs may be due to the fact that the academic group is comprised mainly of women in an occupational field with a rate of pay higher than that of the semi-skilled or unskilled levels, or are in positions which command higher salaries, having had additional training. Training and job changes are descussed below in detail.

Raises

Table XL shows the distribution of number of raises for first and last jobs. For the first job the average number of raises for the academic, vocational and mixed groups were 2.9, 2.6, and 3.7, respectively; and for the entire group, the average was 3.1 raises. Almost one-fourth of the women received no raises whatever on the first job: 22 per cent of the academic, 33 per cent of the vocational, and 20 per cent of the mixed group. On the last job the average dropped to two raises per worker: 1.5 for the academic group, 2.1 for the vocational group and 2.6 for the mixed

TABLE XL. Number of Raises for First and Last Jobs. Information from Interviews.

				Number of raises		
Group	Job	N	Mean	none	1-5	6 plus
Academic	First	45	2.9	10	28	7
	Last	45	1.5	20	23	2
Vocational	First	33	2.6	11	17	5
	Last	33	2.1	16	12	5
Mixed	First	39	3.7	8	22	9
	Last	37	2.6	13	18	6
Total	First	117	3.1	29	67	21
	Last	115	2.0	49	53	13

group. The percentage of women who received no raises on the last job rose to 43 per cent. The pattern of raises for the three groups appears to have little relation to gain in salary. The mixed group show the greatest advancement in salary and the greatest number of raises for both first and last jobs.

Pay, School Achievement, and IQ

In the attempt to uncover contributing factors to vocational adjustment and success, pay was correlated with scholastic achievement scores obtained just prior to termination of training at the Lexington School. Table XLI shows the resultant correlation coefficients.

Paragraph Meaning and Arithmetic Reasoning scores have a low, positive, but significant correlation with pay. Paragraph Meaning involves an ability to abstract and develop more general concepts; Arithmetic Reasoning is related to an ability to abstract and organize information for subsequent computational procedures.

The correlation of Pay as a measure of vocational success with

TABLE XLI. Coefficients of Correlation of Pay on Last Job with Achievement Test Scores Obtained from School Records.

Pay with:			
Word meaning	Paragraph meaning	Arithmetic reasoning	Arithmetic computation
N= 91	100	101	100
r= .191	.329**	.203*	.020

* significant beyond .05 level; ** significant beyond .01 level.

Arithmetic Reasoning and Paragraph Meaning may indicate that the ability to reason abstractly and to "understand" is a more important factor in determining success (in terms of pay) than the acquisition of the more rudimentary skills of Word Meaning and Arithmetic Computation. The way these factors operate cannot be specified for the work situation.

Although it is generally assumed that IQ and School Achievement are positively correlated, the coefficient of correlation between Pay and IQ was not found significant, and was .122 for an N of 120 women.

The Relation of Pay to Tenure

Table XLII presents data tabulated on current (or most recent) salary received and its relation to tenure (in years) on the last job.

Deaf women workers who have held jobs for longer periods of time appear to receive higher weekly salaries. The highest average salary is observed for workers who have been on the job for seven to ten years. This rather high average ($ 74.00) is explained by the two women in that group who earned over $ 100.00 a week. If the figures for the two women were removed, the average salary would drop to $ 65.86. The total average salary received on the last job was $ 57.83.

TABLE XLII. Rate of Weekly Gross Pay By Years of Tenure on the Last Job. Information from Interviews.

	- Weekly salaries received							
Years of tenure	$20-39	$40-59	$60-79	$80-99	$100-119	$120-139	N	Mean
Up to 1	7	11	9	2	-	-	29	$53.64
1-3	8	14	8	4	-	-	34	54.21
3-5	2	14	9	1	-	-	26	56.42
5-7	1	2	3	1	-	-	7	60.93
7-10	-	3	7	1	1	1	13	74.11
10 plus	1	4	4	2	-	-	11	62.23
Total	19	48	40	11	1	1	120	57.83

The information relating pay to tenure presented in the preceding paragraph and in Table XLII does not take into account the chronological period during which the job was held. In Table XLIII, however, weekly pay on the last job is presented in terms of the year when left that job. Approximately 75 per cent of the interviewees reported last job salaries between $40 and $80 a week. It is interesting to note the gradual increase in salaries obtained over the last ten years, from a terminal salary of $ 44.10 in years

TABLE XLIII. Rate of Pay for Last Job by Year During Which Job Was Last Held.

	Weekly salaries received							
Years when left job	$20-39	$40-59	$60-79	$80-99	$100 119	$120-139	N	Mean
Up to 1953	10	11	4	-	-	-	25	$44.70
1954-55	1	3	-	-	-	-	4	44.50
1955-56	-	6	3	-	-	-	9	56.17
1957-58	2	5	5	-	-	-	12	54.50
1959-60	-	4	7	2	-	-	13	66.42
1961-62	1	4	2	3	-	-	10	63.50
Currently employed	5	15	19	6	1	1	47	63.54
Total	19	48	40	11	1	1	120	57.83

up to 1953 to a current average salary of $ 63.54.

Tenure

The average tenure for the first job reported by the interviewees was 2.5 years. For the last job held, tenure increased to 3.75 years. The length of time on a given job appears to be positively correlated with the satisfaction with (or adjustment to) the job. The less satisfied the worker is with the job, the greater the tendency for a deaf girl to leave that job sooner. In Table XLIV, it may be noted that 41 per cent of the group held first jobs for periods of less than one year. This may be contrasted with the corresponding figure of 23 per cent for the last job.

TABLE XLIV. Tenure for First Jobs, Three Intermediate Jobs, and Last Job of the Interviewees.

	Jobs held:									
	First		Int. # 1		Int. # 2		Int. # 3		Last	
Tenure	N	%	N	%	N	%	N	%	N	%
Up to 6 mos.	28	23	11	19	11	35	5	25	16	13
6 mos. - 1 yr.	22	18	11	19	2	6	7	35	12	10
1 - 3 yrs.	32	26	24	41	11	35	3	15	34	28
3 - 5 yrs.	23	19	8	14	4	13	2	10	28	23
5 - 7 yrs.	6	5	2	3	3	10	1	5	7	6
7 - 10 yrs.	6	5	2	3	-	-	1	5	14	12
Over 10 yrs.	4	3	1	2	-	-	1	5	10	8
Total	121	99	59	101	31	99	20	100	121	100

Two major findings emerge when the data on tenure are distributed according to training program followed. In the academic group, 28 per cent worked at their last jobs for less than one year, and only two per cent held their jobs for ten years or more. The corresponding figures for the vocational group are 33 per cent and 14 per cent, respectively. The percentage of women in the mixed group who worked on their last job for less than one year was 17 per cent, and for more than ten years, 10 per cent.

No consistent differences are noted when the data are analyzed in terms of chronological period left, although approximately 10 per cent of the two earlier groups of school-leavers held their last jobs for less than one year, whereas approximately 37 per cent is the percentage for the two later groups for the same period of job tenure. For the first job, a greater percentage is noted for those in the vocational group who stayed on their jobs five years or more (24 per cent) than for the corresponding women in either the academic (nine per cent) or the mixed (nine per cent) groups.

Months of Employment per Year

TABLE XLV. Months of Employment per Year for the Last Job. Information from Interviews.

Group	2-6	7-8	9-10	11-12	N/A	Total
Academic	2	-	3	38	4	47
Vocational	-	3	1	29	3	36
Mixed	4	3	1	34	-	42
Total	6	6	5	101	7	125

While many of the women work in the garment trades, which may be considered seasonal employment, only 9.6 per cent of the total group reported they worked for less than nine months out of the year on their last job. Months of employment per year for the three groups on the last job is shown in Table XLV. Eighty-one per cent worked more than 11 months out of the year and an additional four per cent worked nine to ten months. Six per cent never worked or gave no response when this item was discussed. Months of employment per year for the first job is similar to that reported for the last job (Table XLVI). Twelve per cent reported working less than nine months and 76 per cent stated that they worked at least 11 months out of the year.

TABLE XLVI. Months of Employment per Year for the First Job. Information from Interviews.

Group	2-6	7-8	9-10	11-12	N/A	Total
Academic	6	1	1	31	8	47
Vocational	-	3	-	30	3	36
Mixed	3	2	1	34	2	42
Total	9	6	2	95	13	125

Many of those seasonally employed, even if they worked for almost the full year, expressed dissatisfaction with the insecurity of their employment and with the fact that, as temporary workers in the garment trades, they did not work on a salaried basis, but rather on a piecework basis. When asked what their course of action was when periodically laid off, 40 per cent of the group responded that they attempted to find full-time employment; and 60 per cent stayed home, collected unemployment, and waited to be called back. The second group, many of whom were mothers of younger children, expressed appreciation for the fact that their seasonal job usually permitted them to spend time with their children during the summer and school vacations.

Benefits

For the purposes of this study, benefits are defined as anything obtained from the employer in addition to pay. These included health insurance, sick leave, vacation with pay, pension plans, and other type of insurance, such as workmen's compensation, to which the company must contribute.

Unions were listed as benefits because the workers felt they derived benefits indirectly, in terms of the additional medical care, vacation pay, and pension plans provided. Union-joining was also beneficial inasmuch as it was regarded as a more able agent in bargaining with the company than the worker herself. (Full employee benefits are offered by some firms without the presence of a union. Workers who indicated obtaining all benefits, with the exception of union, were considered receiving all possible benefits.) A number of the interviewees, however, refused to join unions even when they were available. Table XLVII shows the distribution of benefits obtained on the first and last jobs.

TABLE XLVII. Benefits Obtained on First and Last Jobs According to Interviewee's Enumeration.

A. First Job

Group	All	At least half	One or two	None	Total
Academic	7	7	12	18	44
Vocational	1	11	13	7	32
Mixed	1	11	15	12	39
Total	9	29	40	27	115
B. Last Job					
Academic	9	24	8	4	45
Vocational	2	15	13	4	34
Mixed	7	17	12	6	42
Total	18	56	33	14	121

The women who received no benefits can be divided into two groups. The first are those who worked full time and whose employers did not give them any benefits; the second were those who worked as seasonal workers or piece workers, who were not entitled to benefits because they held "temporary" status only. The second group accounts for approximately 40 per cent of those listed under "none" on the first job, and 89 per cent of those listed in this category on the last job. The slight differences noted between first job and last job benefits indicates the trend for management to give employees increased benefits. Those who received more than half of all possible benefits on the first job comprised approximately 30 per cent of the entire group, and the figure for the last job increased to 59 per cent of the group.

Size of Department and Co-workers

Interviewees were asked to describe the size of departments in which they worked, and to indicate the number of deaf co-workers in their work situation. In general, the deaf women interviewed are found working in departments along with hearing co-workers. Only two people in either the first or last jobs were working in isolated job situations. Forty-seven per cent of the women worked for concerns which did not have any other deaf employees on the first job, contrasted with 60 per cent who were the only deaf workers in the company on their last job. Table XLVIII presents the figures for sizes of departments for the first and last jobs.

TABLE XLVIII. Number of Co-workers in the Department Where the Interviewee Worked.

A. First Job

Group	None	2-5	5-10	10-20	Over 20	Total
Academic	1	9	5	12	18	45
Vocational	-	12	5	5	10	34
Mixed	-	5	7	9	21	42
Total	1	26	17	26	49	121

B. Last Job

Group	None	2-5	5-10	10-20	Over 20	Total
Academic	-	3	7	13	22	45
Vocational	1	7	5	6	15	34
Mixed	1	4	8	9	20	42
Total	2	14	20	28	57	121

Forty per cent of the women worked in departments with 20 people or more on the first job; while less than ten per cent were in the corresponding situation on the last job. There are no major differences among the percentages of women in the academic, vocational, or mixed groups in terms of the size of department in which they worked, but the women in the mixed group gravitated towards work in large departments on the first job. There appears to be a shift towards employment in departments that have larger number of co-workers from first to last jobs.

Nineteen per cent of the women on the first job and 17 per cent of the women on the last job worked in companies where there was only one other deaf worker employed. Approximately ten to 12 per cent reported more than five deaf co-workers that were hired by the same company. There are no apparent differences among the women in the academic, vocational, or mixed groups with respect to the number of deaf co-workers present at their jobs.

The interviewers first requested material about other deaf persons working in the same department, and then asked about any other deaf workers employed by the company. Table XLIX presents the combined response to these questions.

Less than ten per cent of the women indicated that other deaf workers were found only outside of their department. Eighty-four per cent reported that deaf employees in other departments held positions of comparable status. Of the remaining 16 per cent, eight per cent reported other co-workers as holding positions of higher levels and eight per cent of lower levels of work.

TABLE XLIX. Distribution of Number of Deaf Co-workers Reported by the Interviewees.

A. First Job

Group	None	One	Two to five	Five to ten	Over ten	Total
Academic	24	12	6	2	1	45
Vocational	16	6	5	4	2	33
Mixed	19	6	10	1	6	42
Total	59	24	21	7	9	120

B. Last Job

Group	None	One	Two to five	Five to ten	Over ten	Total
Academic	21	10	11	2	1	45
Vocational	20	7	3	2	1	33
Mixed	30	3	7	-	2	42
Total	71	20	21	4	4	120

Number of Hours Worked

Almost all of the women interviewed in the study were holding full-time jobs, working between 30 and 40 hours per week, whether academically-trained, vocationally-trained, or mixed-trained. The figures cited do not include overtime work, but refer only to regular hours. The garment-trade workers (piece work) were requested by the interviewer to estimate the average number of hours worked per week during the six months immediately prior to the interview; the resultant figure was doubled and incorporated into the general information. Table L presents the total hours for the women studied, on their first and last jobs.

TABLE L. Number of Hours per Week Employed. Information from Interviews.

Job		10-30	30-40	40 plus	Total
First	N	9	98	14	121
	%	7.4	80.9	11.6	99.9
Last	N	4	106	11	121
	%	3.3	87.6	9.1	100.0

In comparing first and last jobs, there appears to be a trend toward a 30-40-hour work week and fewer people who work on a part-time basis.

Sources of Job Skills

Work situations vary in terms of the level of skills necessary to perform the work. Table LI shows sources from which the workers acquired the skills required for their first job.

TABLE LI. Sources of Training Required for First Job: Information from Interviews.

				On-the-job		
Group	None	Lexington	Other school	1-4 weeks	1-3 months	Total
Academic	15	10	14	6	-	45
Vocational	12	18	1	1	2	34
Mixed	15	16	5	4	2	42
Total	42	44	20	11	4	121

The category "none" lists all jobs requiring only a basic orientation to the tasks. These unskilled positions account for 34.7 per cent of all of the first jobs held. Training received at the Lexington School was sufficient for 36.3 per cent of the positions held, and other school training is the source for the job skills of 16.5 per cent of the deaf women. 12.4 per cent reported receiving on-the-job training.

On the last job, 31 (25.6 per cent) of the 121 women were holding jobs that required no specific skills. An additional 15 (12.4 per cent) listed the Lexington School as source of their skills. Eighteen (14.9 per cent) listed schools, mainly business schools, and 12 (9.9 per cent) stated that they had received on-the-job training. The remainder, 44 (36.3 per cent) said they had gained their skills through previous experience in similar positions. Many of these women had had Lexington training and were working in related jobs, but felt that their work experience was the major factor in the development of their job skills. One person mentioned that she had acquired her skill, making designs for greetings cards, at home.

Job Changes

Sixty-five out of the group of 125 interviewed changed their occupational titles from their first job to their last. Table LII presents the distribution of number of jobs held and the changes in position made. Five of the 65, moreover, were employed by the same firms and held only one jub, but were advanced by on-the-job training to a higher position. The remainder (60) held two or more jobs during their work span.

TABLE LII. Number of Job Title Changes by Program Followed. Information from Interviews.

Group	1 job; no change	1 job; advancement	Over 2 no change	Over 2 changes	Total
Academic	5	1	11	28	45
Vocational	13	2	5	14	34
Mixed	11	2	11	18	42
Total	29	5	27	60	121

The summary of job changes and the definition of work categories is found in Table LIII. The largest number of occupational changes is noted for the academic group. Twenty-nine out of 45, or 64 per cent, made changes. Nineteen of these changes were into skilled office work, such as typing, key punch, and comptometry: of the 19, four shifted from skilled office jobs (typing to IBM or key punch operator; five from unskilled office jobs (gen-

TABLE LIII. All Changes in Job Titles Within and Between Occupational Classifications from First to Last Job By Program Followed. Information from Interviews.

Changed from		Changed to:				
		A*	B	C	D	E
Academic	A*	4	-	-	1	-
	B	5	1	-	-	2
	C	-	-	-	-	-
	D	6	-	-	-	-
	E	5	1	1	2	1
Total		20	2	1	3	3
Vocational	A	-	-	-	-	-
	B	-	-	-	1	-
	C	-	-	-	1	-
	D	2	-	-	5	1
	E	-	-	-	1	5
Total		2	-	-	8	6
Mixed	A	1	-	-	-	-
	B	2	-	1	-	-
	C	-	-	-	-	-
	D	-	1	1	1	3
	E	3	1	1	3	2
Total		6	2	3	4	5
Grand total		28	4	4	15	14

* A (skilled office):
Lab technician, key punch operator, typist, bookkeeper, bookkeeping machine operator, senior clerk, varitypist, adding machine operator, IBM key punch verifyer, addressograph operator, comptometer operator.

B (office):
General clerk, file clerk, cashier/wrapper, mail clerk.

C (other skilled):
Fur finisher, colorist/stencil cutter, forelady, window dresser, photograph retoucher, engraver.

D (semi-skilled):
Power machine operator, bookbinder, reweaver, machinist, jewel mounter, machine operator, hand sewer, trimmer-garment, stocking mender.

E (unskilled):
Hand painter, assembler, packer, inserter, factory worker, general, sorter, laundress, foot press operator, floor girl, laundromat attendant, trimmer-hat, shoe trimmer.

eral filing to IBM); six from power machine operation; and five from unskilled factory work (sorting and assembling).

In the other categories for the academic group, two moved from mail sorting and unskilled factory work to unskilled office work (file clerk); one moved from general factory work to skilled factory work; three moved into semi-skilled factory work, two from unskilled factory work and one from skilled office work (an IBM key punch operator who preferred to work as a power machine operator). One of the three who moved into unskilled factory work changed to a different job but on the same level; and two left unskilled office work for factory assembly work.

The trend is somewhat reversed for the vocational group. Only two moved into skilled office work from power machine operation; eight moved into semi-skilled factory work; one from unskilled factory work, the other seven from jobs of at least a semi-skilled nature or higher. Information relating to the last job on six of these vocational students, classified as unskilled factory employees, indicated that five simply shifted job titles, and one shifted from semi-skilled work.

In the mixed group, six were skilled office workers; five of these having moved from unskilled factory or office work, and one having changed from one kind of office skill to another. Two additional women were doing unskilled office work; both having changed from factory work, one as a power machine operator and the other as an unskilled factory worker.

Twelve people were currently located within the factory labor force. Three of the mixed group were found in skilled factory work, two having changed from unskilled office and factory work, the other woman from semi-skilled work. Four were semi-skilled workers, three of whom moved from unskilled factory worker, and one simply switched jobs within the same category. Five were unskilled, two of whom changed occupational titles at the same level, and three moved from power machine operator.

In general, of the 29 people in the academic group who changed their occupational titles, nine did not change the level at which they had previously worked; two moved to a lower occupational classification, and 17 to a higher occupational level. In the vocational group, of 16 who changed their type of work, five remained at the same level, seven improved their status, and four moved to lower levels.

In the mixed group, of the 20 who changed job titles, four remained at the same occupational level, four dropped in their occupational level, and the remainder improved their occupational levels. Thus, it can be seen that 65 (more than half the group) changed the level and type of work they were doing when they started out; 29 of the 125 held only one job and did not change their occupational titles, and an additional 27 held more than one job, but did not change their occupational titles. The remaining four women who were interviewed never worked.

Further Training

The academically-trained group had the largest proportion of women who had further schooling or business training (Tables LIV and LV). Of a total of 37 people who went on either to integrated high school programs, business schools, or colleges, 28 were from the academically-trained

TABLE LIV. Occupational Classifications for Last Jobs of All Who Received Further Training Immediately after Leaving Lexington School.

Group	Skilled/ office	Unskilled (factory)	Total
Academic	10	-	10
Vocational	-	-	-
Mixed	3	2	5
Total	13	2	15

TABLE LV. Occupational Classifications for Last Jobs of All Who Received Further Training at Some Time During the Work History.

Group	Skilled/ office	Unskilled (factory)	Total
Academic	17	1	18
Vocational	1	-	1
Mixed	3	-	3
Total	21	1	22

group. Ten of these received training after they left Lexington and prior to their entry into an occupation. Nine of the ten found work in skilled office occupations, and one was a laboratory technician. The remaining 18 academic students went to school after they had begun to work and all but one were found in skilled office work. Only one vocational student had any training after leaving Lexington, and moved into skilled office work as well.

The remaining eight people who took training were from the mixed group. Five of these received their training before entering into employment; three of the five went into skilled office work and two into unskilled factory work. The other three took training later in their work history and ended up as skilled office workers.

Hence, 75 per cent of those who held last job in clerical and sales positions, received additional training after they graduated or left the Lexington School. Only three of the 37 people who had additional schooling or training did not make use of this to enter the more skilled levels of work.

Training and Pay

The effect of training on the earning capacity of individuals can be seen in a comparison of Tables LVI and XLIII (previously presented in the text).

TABLE LVI. Rate of Pay for Last Job by Year During Which Job Was Last Held: for the Deaf Women Who Received Additional Training.

Year when left job	Weekly salaries received $20-39	$40-59	$60-79	$80-99	N	Mean
Up to 1953	-	1	-	-	-	$49.50
1954-55	-	1	-	-	-	49.50
1955-56	-	2	1	-	3	56.17
1957-58	1	2	1	-	4	49.50
1959-60	-	3	3	2	8	67.00
1961-62	-	1	1	2	4	74.50
Currently employed	-	2	10	4	16	72.00
Total	1	12	16	8	37	66.26

At each period, those who received additional training had higher mean salaries than the means for the entire group. This differential is most clearly seen in the groups that are currently employed, where the mean for the entire group is $63.54, as compared to a mean of $72.00 for those who had additional training.

Future Plans

Toward the end of the interview, the respondents were asked what they expected to be doing in five or ten years, in order to obtain an estimate of their employment status and their future plans. In Table LVII, a total of 55 subjects expected to be on the job either part-time or full-time within the next ten years. An additional 44 expected to stay home and raise a family.

TABLE LVII. Interviewees' Estimates of Activities Planned for the Future.

Group		Work full time	Work pt. time	Work pt. time & raise family	Raise family	Stay home	Do not know	Total
Academic		15	1	2	19	2	8	47
Vocational		13	1	1	15	1	5	36
Mixed		17	2	3	10	3	7	42
Total	N	45	4	6	44	6	20	125
	%	36	4	5	35	5	16	100
1935-41		8	-	1	3	5	4	21
1942-46		18	1	2	11	1	5	38
1947-51		10	1	2	11	-	7	31
1952-57		9	2	1	19	-	4	35
Total	N	45	4	6	44	6	20	125
	%	36	3	5	35	5	16	100

This group included a number of the women presently working who were single or married, and hoped that they would be able to stop working as soon as they married, or had children, if married. A large part of this group will most likely return to work in the more distant future after having established their families.

Six women presently employed said that they planned to stay home because they expected to retire. Since the oldest person included in the study was 46 years of age, this would mean that these women expected to retire before they reached the age of 55.

All of the women interviewed were asked what kinds of jobs they expected their children to hold when they become adults. As seen in Table LVIII, 46 per cent indicated specific occupational fields. Approximately two thirds of these listed the professions. Twenty-five per cent did not indicate a choice of occupation, but did specify educational planning in most cases. In general, less than 15 per cent (by their choice of vocational or educational interest for their children) indicated that they did not expect their children to complete a high school education. The remainder of the group indicated they wished their children to complete high school and most of them wanted their children to graduate from college. This kind of planning for children is similar to that for the normally-hearing population. The academic group appears to be least affected by cultural norms.

TABLE LVIII. Interviewees' Aspirations for Children.

	Academic		Vocational		Mixed		Total	
Aspiration	N	%	N	%	N	%	N	%
Do not know	3	6	1	3	2	4	6	5
College	8	17	5	13	4	9	17	13
Up to them	4	8	3	8	-	-	7	5
High School	-	-	1	3	2	4	3	2
Office	2	4	6	16	7	16	15	11
Factory	1	2	3	8	2	4	6	5
Professional	19	40	6	16	14	31	39	30
Not applicable	11	23	13	34	14	31	38	29
Total	48	100	38	101	45	99	131*	100

* Some women gave more than one response.

Summary

Complete chronological work histories were obtained for each of the 125 interviewees. By way of summary, the work histories are presented for each of the groups, classified according to period when left Lexington, in Figures 2 through 5. In each figure the following post-Lexington activities are shown: further academic and/or vocational training received, number of jobs held, length of time spent on each job, length of periods of unemployment sustained, and time when marriages (and divorces or separations) occurred. All figures read from top to bottom: the top baseline equals the year when the interviewee left the Lexington School; each column presents the data for one interviewee; and the bottom of each column represents 1962, the time when she was interviewed. Hence, for example, the first column in Figure 2 shows the following information for a deaf woman who left Lexington School after following an academic program 26 years prior to the interview. The woman went immediately to work, holding her first job for three years, after which she obtained a second job which she held for one year's duration, at which time she married (four years after school-leaving). Unemployed for a year, she returned for two years of work at her third job. During the next five years she was unemployed except for one year's employment. For the next fourteen years, she held five jobs, was employed at time of interview, her most recent job held for two years.

It is interesting to note that only four of the entire sample of deaf women interviewed never sought or found employment. Two married immediately, or shortly after leaving school; two others stayed home to "tend the

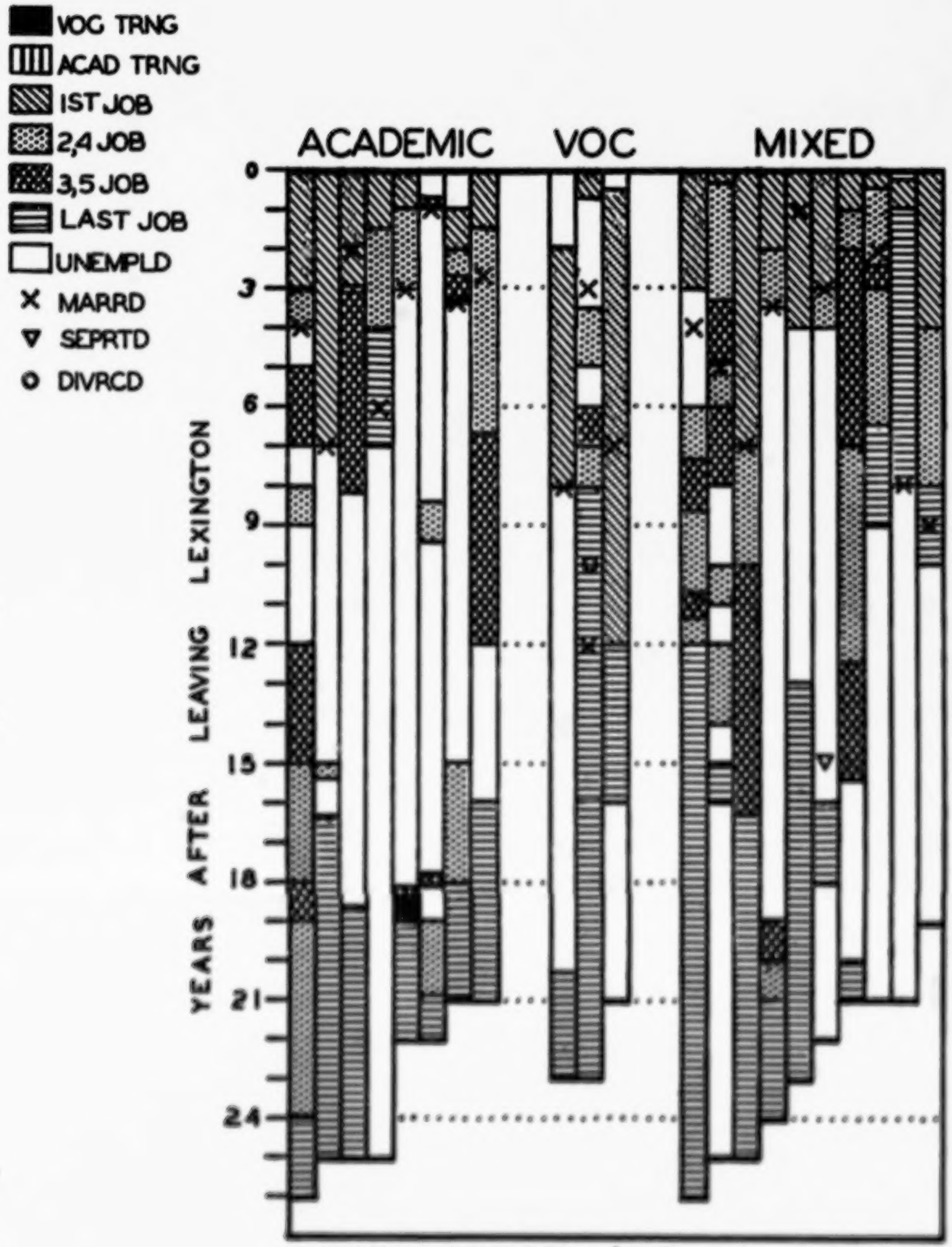
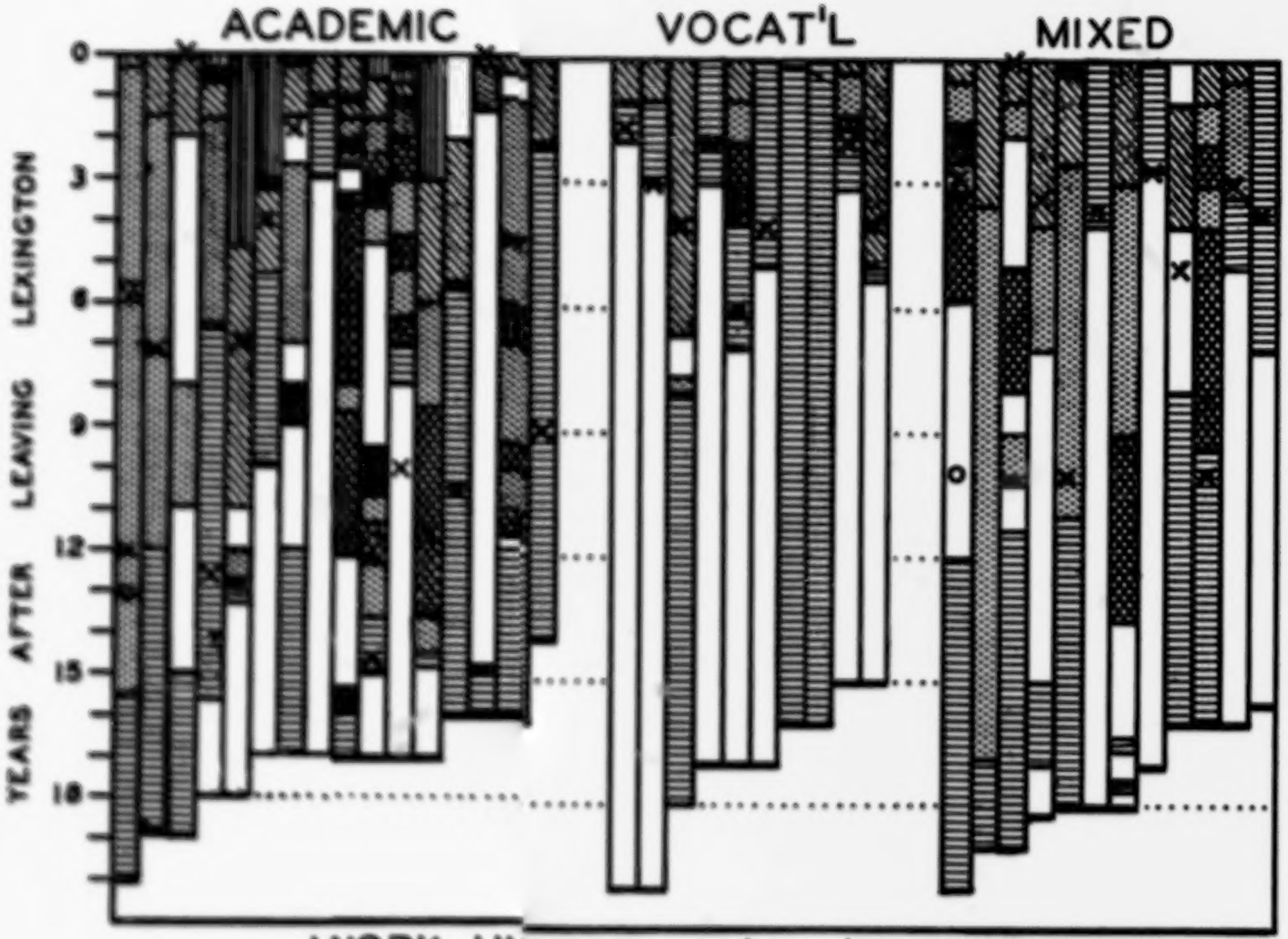


FIGURE 2. Work histories of the 21 deaf females who left the Lexington School between the years 1935 and 1941. Each column represents one woman.



WORK HISTORY — '42 – '46 GROUP

FIGURE 3. Work histories of the 38 deaf females who left the Lexinton School between the years 1942 and 1946.

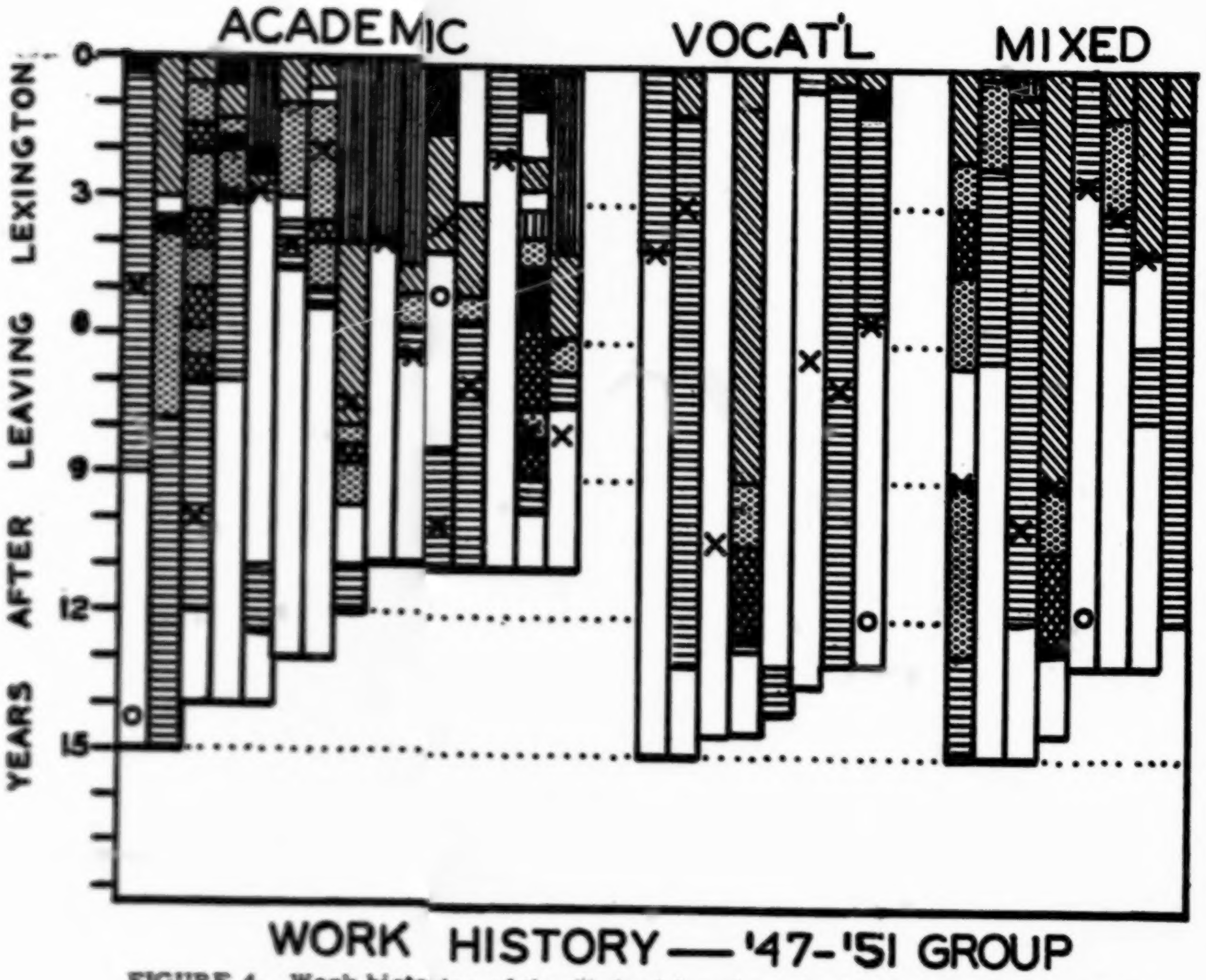
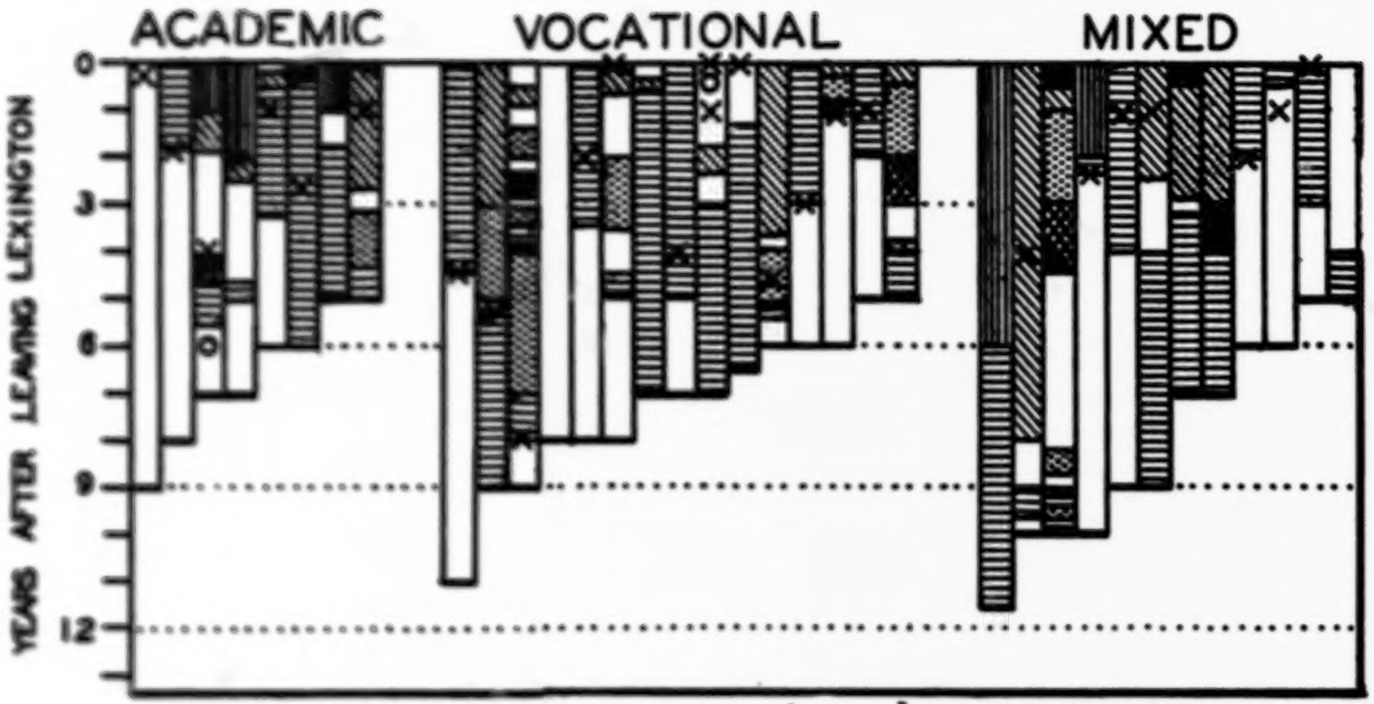


FIGURE 4. Work histories of the 31 deaf females who left the Lexington School between the years 1947 and 1951.



WORK HISTORY — '52 – '57 GROUP

FIGURE 5. Work histories of the 35 deaf females who left the Lexington School between the years 1952 and 1957.

family", one of whom married ten years after school-leaving (Figure 4, Vocational group, third column).

The reader will be able to use the figures to detect gross patterns in the sample. For example, in Figure 2, which represents those women who have been out of school for the longest period of time, the long periods of unemployment show that, as noted for the general population, women leave work to raise families and return to the occupational world when their children are grown and attending school.

References

1. U.S. Dept. of Labor, Monthly Report on the Labor Force, Washington, D.C., Bureau of Labor Statistics, November, 1962.

CHAPTER VI

WORK ADJUSTMENT

Hoppock (2) stresses that work is a means by which an individual satisfies his personal needs. Ginsberg (1) puts forth the thesis that older adolescent girls usually plan for marriage, being primarily concerned with satisfactions derived from the family and community environment, and only peripherally consider work itself as a satisfier. We nevertheless wish to consider the influences and pressures on the deaf woman to go to work, the nature and degree of satisfactions that she finds on the job, the problems that she encounters, and the factors which force her to leave a given work situation. During the interview, certain areas dealing with motivational factors in the work history were discussed to disclose their relationship to work adjustment.

Reasons for Working

In response to the question, "Why were you working (at a given job)?", better than half of the interviewees gave reasons relating to their need to earn money, either as a necessity to maintain the home or to gain additional comforts which they feel are important, as shown by the percentages in Table LIX. The discrimination as to whether money from work is essential ("Need money") or non-essential ("For extras") is largely a matter of individual values. Two individuals, both working so that their children may attend parochial schools, might classify this need under either of the two headings.

TABLE LIX. Reasons (in Percentages) Given in Response to the Question, "Why Were you working?". Information from Interviews.

Reasons	Current (N = 47)	Last or current (N = 125)	First (N = 125)	Second (N = 59)	Third (N = 31)	Fourth (N = 20)
Need money	48.9	52.0	56.0	62.7	67.8	70.0
For extras	29.8	26.4	28.0	16.9	22.6	5.0
Keep busy	14.9	14.4	9.6	15.3	3.2	20.0
Meet people	2.1	0.8	-	1.7	3.2	5.0
Do something useful	4.3	2.4	3.2	3.4	3.2	-
Not applicable	-	4.0	3.2	-	-	-
Total	100.0	100.0	100.0	100.0	100.0	100.0

In each job listed in Table LIX at least 75 per cent of the women interviewed were working for the economic benefits that they could gain ("Need money", and "For extras"). This figure is about the same as the percentage given for hearing women (84 per cent) who work for economic reasons (5).

Disbursement of Money Received

In view of the strong economic motivation to work, the interview probed further to determine how moneys received as salary were disbursed. The responses to the question, "How did you spend your money?" are presented in Table LX, for the first and last jobs held.

The responses that fall under "Basic needs" were those that used the money for maintenance, for payment of shelter, and for food. Responses were listed under "Extra family needs" if they related to purchase of a car or furniture. "Extra personal needs" was listed if respondents talked about having additional "pocket money" or "money for a larger wardrobe". Special

TABLE LX. Responses to "How Did You Spend Your Money?". Information from Interviews.

Classification	First Job N	First Job %	Last Job N	Last Job %
Basic needs only	31	24.8	29	23.2
Extra family needs only	5	4.0	25	20.0
Extra personal needs	52	41.6	33	26.4
Children's needs	1	0.8	3	2.4
Basic and personal needs	30	24.0	24	19.2
Basic and family needs	1	0.8	7	5.6
Not applicable	5	4.0	4	3.2
Total	125	100.0	125	100.0

schooling, camps and music lessons for the children were listed under "Children's needs". Additional categories are presented when the money earned was spent in a combination of these needs. For both the first and last jobs, approximately 50 per cent of the group stated that their money was going towards needs that would be considered, at least in part, basic. The [illegible] jobs was "Extra personal needs".

Need for Employment: Based on Husband's Salary

One of the many external pressures upon a woman who works involves the ability of her husband to maintain the family. During the interview, an attempt was made to ascertain the motivation to work of the married deaf woman, based on her estimate of her husband's ability to support the family. Table LXI shows the responses that reveal the degree of this necessity for the 62 married deaf women to go to work. The information in Table LXI refers to the last, or most recent, job held.

Approximately 48 per cent of the women who were married at the time they held their last job indicate that their husbands' earnings were at best

TABLE LXI. Responses to "Could You Get Along on Your Husband's Salary?". Information from Interviews.

Responses	N	%
Yes	43	52.4
Do not know	12	14.6
No	27	33.0
Total	82	100.0

able to support them only marginally, and were uncertain regarding the ability to maintain the household on his salary, or they knew it was not possible to do this on his earnings alone.

One of the factors that contribute to satisfaction with a job is the family's or husband's attitude towards the worker's job. Familial reactions, as viewed by the interviewee, are presented in Table LXII. While the report of the family's attitude was generally favorable toward the first job as well as toward the last job, there was an increase in the respondent's report of positive reactions of the family from 57.6 per cent on the first job to 72 per cent on the last job, accompanied by a proportional decrease in dissatisfaction from the first to the last job. There are other parallels with trends to be seen later in Table LXV concerning the women's overall satisfaction with their jobs. Families of women in the group that followed a vocational program were more positive to their working. The greatest shift in positive attitudes of family to work is noted in the academic group.

On the first job many of the women who listed their reason for working as "Need money", in Table LIX, also are classified under "Extra personal needs" in Table LX. Since the first job represents an important step to-

TABLE LXII. *Familial Attitude Towards the Deaf Woman's Job (Responses to "How Does Your Family/Husband Feel About Your Job?").*

A. *First Job*

Attitude	Academic	Vocational	Mixed	Total N	Total (%)
Positive	27	21	24	72	(57.6)
Negative	7	6	2	15	(12.0)
Equivocal	4	2	10	16	(12.8)
Not interested	3	-	-	3	(2.4)
Do not know	3	4	3	10	(8.0)
Not applicable	3	3	3	9	(7.2)
Total	47	36	42	125	(100.0)

B. *Last Job*

Attitude	Academic	Vocational	Mixed	Total N	Total (%)
Positive	34	28	28	90	(72.0)
Negative	3	3	3	9	(7.2)
Equivocal	7	2	7	16	(12.8)
Do not know	1	1	1	3	(2.4)
Not applicable	2	2	3	7	(5.6)
Total	47	36	42	125	(100.0)

wards financial independence from the family (even though the family could have continued their maintenance), the women felt that working was essential to their self-respect and their view of themselves as adults. In many cases part of their earnings was contributed to the household, whether it was needed or not. The relationship between "Need money" and "Extra personal needs" changes for the last job, except for those single women who may still be regarded as asserting themselves as self-sustaining adults. Several of the women in the category of "Extra personal needs" on the last job, listed their reasons for working as "Keeping busy" or "Working for extras" and did not feel that their income was essential to the maintenance of their households.

Motivation of Deaf Married Women Currently Employed

Nineteen of the 32 married women currently employed have a total of 33 children ranging from two years to 21 years of age. There is an average number of two children per family.

Only three of these children are below school age, and the mean age for the entire group of children is 12.9 years. There is no difference in the number of years married between the women who have children and the women who have no children. Fifteen of the 32 women indicated that they were working because they needed the money and that their husbands' salaries were not sufficient to support the family. Husbands of women in this group worked as general factory worker, technical illustrator, house painter, metal polisher, assembler, power machine operator, printer (unemployed), linotype operator, machinist, shipping clerk, warehouseman, and upholsterer.

A second group of 11 women responded with statements that they were working to keep busy or to gain extra luxuries for the family, and felt that their husbands' salaries were sufficient to support them. In this group husbands held jobs as printers, IBM tab operator, engineer, linotype operator, box maker, assembler and laborer. One husband was retired. While there seems to be a tendency for women whose husbands are generally in less skilled occupations to say that they are working because they need the money, and for women whose husbands are more skilled to say they are working for extras, the titles of husbands' occupations do not give a clear indication of the salaries commanded or the necessity for the wife to work.

In addition to the two groups mentioned, four women responded "Do not know" to the question of whether their husbands could support them. Another four responded with an inconsistency, i.e., three said they needed the money but could get along on their husbands' salaries; one said that she was working for extras but could not get along on her husband's salary. However, there seems to be an overall inner consistency in interviewee responses.

The answers of this group of women to the question as to why they went to work on the first job were analyzed. Almost half the group saw themselves as needing money to be self-sufficient, eight to supplement family income and to gain extras for themselves, and nine more to keep busy or to do something useful. The reasons given most often for leaving the first job involve determination to leave on the part of the women, rather than on the part of the employer. Only six were laid off. Six more left because of marriage (some on the strong suggestion of their new husbands not to continue working); four others because they were pregnant; and 16 (half the group) left because they did not want to continue. In this last category, problems with working conditions, supervisors and co-workers, insufficient remuneration, and desire to change their occupational settings, were listed as reasons for leaving.

At the time of the interview, 12 of the married women were holding jobs in office work, seven as IBM key punch operators; 19 more held jobs within factories, ten of these as power machine operators (one was a forelady in charge of a group of 20 hearing power machine operators); and one other women worked as a technician in a pathology laboratory of a city hospital. In general, the distribution of work categories for married women currently employed does not differ significantly from the distribution of last jobs held for all of the 125 women interviewed.

Summary

The average deaf married woman who is currently employed has returned to work after her children entered school, or continued to work because there were no children. Less than one-third of this group left their first jobs for reasons of marriage and pregnancy; the remainder were generally dissatisfied with various aspects of the job and changed to a different job which they felt would improve their situation. The jobs held by these women and those of their husbands do not differ significantly in title, level or trade area from those of the rest of the sample.

Job Satisfaction

Job satisfaction may be regarded as personalized reactions to the overall work situation and to specific factors in the work environment. As each job in the work history was about to be discussed, the interviewee was asked to rate how satisfied she was with the overall job situation. Later during the discussion of each job, the deaf women indicated the more specific factors concerning a given job that served to increase or decrease the degree of their satisfaction. Tables LXIII, LXIV, and LXV present the distribution of ratings of overall satisfaction for first jobs, the first three intermediate jobs, and the last jobs held.

TABLE LXIII. Distribution of Ratings of Satisfaction for First Job. Information from Interview.

A. By Program Followed

Ratings	Academic	Vocational	Mixed	Total N	Total (%)
Very satisfied	6	10	6	22	(17.6)
Satisfied	8	11	15	34	(27.2)
Not satis. nor dissatis.	10	5	9	24	(19.2)
Dissatisfied	14	6	9	29	(23.2)
Very dissatisfied	7	2	3	12	(9.6)
Not applicable	2	2	-	4	(3.2)
Total	47	36	42	125	(100.0)

B. By Period Left

Ratings	1935-41	1942-46	1947-51	1952-57	Total N	Total (%)
Very satisfied	3	5	3	11	22	(17.6)
Satisfied	5	9	9	11	34	(27.2)
Not satis. nor dissatis.	5	9	5	5	24	(19.2)
Dissatisfied	5	12	8	4	29	(23.2)
Very dissatisfied	3	3	4	2	12	(9.6)
Not applicable	-	-	2	2	4	(3.2)
Total	21	38	31	35	125	(100.0)

TABLE LXIV. Distribution of Ratings of Satisfaction for Three Intermediate Jobs. Information from Interview.

Ratings	Intermediate job 1	2	3
Very satisfied	11	7	4
Satisfied	9	5	7
Not satisfied nor dissatis.	20	7	2
Dissatisfied	11	8	4
Very dissatisfied	6	3	2
Not applicable	68	95	106
Total	125	125	125

TABLE LXV. Distribution of Ratings of Satisfaction for Last Job. Information from Interview.

A. By Program Followed

	Academic		Vocational		Mixed		Total	
Ratings	N	%	N	%	N	%	N	%
Very satisfied	24	51.1	19	52.8	11	26.2	54	43.2
Satisfied	10	21.3	9	25.0	16	38.1	35	28.0
Not satisfied nor dissatisfied	4	8.5	5	13.9	8	19.0	17	13.6
Dissatisfied	6	12.7	-	-	6	14.3	12	9.6
Very dissatisfied	1	2.1	1	2.8	1	2.4	3	2.4
Not applicable	2	4.3	2	5.5	-	-	4	3.2
Total	47	100.0	36	100.0	42	100.0	125	100.0

B. By Period Left

	1935-41		1942-46		1947-51		1952-57		Total	
Ratings	N	%	N	%	N	%	N	%	N	%
Very satisfied	7	33.3	17	44.7	14	45.2	16	45.7	54	43.2
Satisfied	7	33.3	14	36.8	5	16.1	9	25.7	35	28.0
Not satisfied nor dissatisfied	5	23.8	-	-	5	16.1	7	20.0	17	13.6
Dissatisfied	1	4.8	5	13.2	5	16.1	1	2.9	12	9.6
Very dissatisfied	1	4.8	2	5.3	-	-	-	-	3	2.4
Not applicable	-	-	-	-	2	6.5	2	5.7	4	3.2
Total	21	100.0	38	100.0	31	100.0	35	100.0	125	100.0

Job Satisfiers and Dissatisfiers

A distinction may be made between those job factors that satisfy an individual and those which make a person dissatisfied with his work. It is not merely a question of degree, e.g., amount of pay, that causes satisfaction or dissatisfaction. A person who gets a high salary does not automatically list pay as a satisfier on the job, nor does a low-salaried person immediately consider pay as a source of dissatisfaction. When the interviewees were asked about positive and negative factors for each of their jobs ("What are the things you liked and disliked about the job?"), some gave more than one source of satisfaction or dissatisfaction. Hence, totals larger than 125 appear in Tables LXVI, LXVII, and LXVIII, which list the distribution of satisfiers for first, intermediate and last jobs, and dissatisfiers for first and last jobs.

TABLE LXVI. Positive Factors Reported for First and Last Jobs.

Item	First job N	First job %	Last job N	Last job %
Pay	12	7.1	17	9.0
Co-workers	35	20.8	46	24.3
Status	1	0.6	2	1.1
Security	-	-	3	1.6
Hours	-	-	1	0.5
Supervisor	20	11.9	19	10.0
Benefits	1	0.6	3	1.6
Location	5	3.0	12	6.3
Job itself	36	21.4	47	24.9
Easy work	2	1.2	3	1.6
Working conditions	9	5.4	14	7.4
None/do not know	47	28.0	22	11.6
Total	168	100.0	189	100.1

TABLE LXVII. Positive Factors Reported for Three Intermediate Jobs.

Item	1st Job	2nd Job	3rd Job
Pay	5	2	2
Co-workers	17	9	5
Status	-	-	5
Security	2	1	1
Hours	1	1	-
Supervisor	8	4	2
Benefits	2	-	-
Location	1	3	1
Job itself	12	4	5
Easy work	4	2	1
Working conditions	2	1	1
None/do not know/ N.A.	77	106	116
Total	131	133	139

TABLE LXVIII. Negative Factors Reported For First and Last Jobs.

Item	First job N	First job %	Last job N	Last job %
Pay	18	11.2	6	4.7
Co-workers	19	11.8	13	10.1
Status	1	0.6	2	1.6
Security	7	4.3	5	3.9
Hours	4	2.5	3	2.3
Supervision	16	9.9	10	7.8
Benefits	3	1.9	-	-
Location	9	5.6	2	1.6
Job itself	32	19.9	13	10.1
Hard work	4	2.5	2	1.6
Working conditions	7	4.3	10	7.8
None/do not know	39	24.2	63	48.8
Total	161	99.9	129	99.9

For all jobs three major factors emerge as job satisfiers: (1) the job itself (2) co-workers (3) supervision. Pay and working conditions are listed as important factors which subjects liked about the job. In listing the things disliked about a job, the major three factors again appear as noted above, but pay and working conditions assume a more important role leading to dissatisfaction with a job.

Relations with Co-workers

The intrinsic satisfactions found in the job itself will be considered below in the chapter on attitudinal scales. Other factors relevant to the subject's interaction with co-workers, however, were discussed at the time of the interview. The assessment of work adjustment includes satisfaction with co-workers. The interviewers asked how friendly the deaf women were with their co-workers and with whom they ate lunch in an effort to obtain information that would shed light on the nature of the interaction with co-workers. The results are tabulated in Tables LXIX and LXX.

TABLE LXIX. Nature of Interaction with Co-workers, Last Job. Information from Interview.

	Academic		Vocational		Mixed		Total	
Interaction	N	%	N	%	N	%	N	%
Lunch only	3	6.4	6	16.7	-	-	9	7.2
Work only	25	53.2	16	44.3	16	38.1	57	45.6
1 or 2 home visits	5	10.6	-	-	8	19.0	13	10.4
Parties	4	8.5	1	2.8	-	-	5	4.0
1 or 2 close friends	8	17.0	5	13.9	8	19.0	21	16.8
Not friendly	-	-	2	5.6	8	19.0	10	8.0
Not applicable	2	4.3	6	16.7	2	4.8	10	8.0
Total	47	100.0	36	100.0	42	99.9	125	100.0

In general, there are no major differences among the groups, either by program followed or by period left, except that more of the younger subjects developed close friendships on the job or worked with close friends than did the older subjects. This is typical, since older women usually have more social contacts as a result of their growing family life, whereas younger women generally view their place of work as a place to develop friendships. It is interesting to note in Table LXIX that all of the academic group had some contact with their co-workers on their last job, as contrasted with almost 20 per cent of the mixed group, who had no contact whatever. Those in the mixed group who did make contact with their co-workers became as close to them as the women in the academic and vocational groups.

No differences emerge when the first and last jobs are compared regarding with whom the workers ate lunch (Table LXX). There is a trend for the women to eat with hearing individuals more (29.6 per cent on the

TABLE LXX. Lunch-time Interaction with Co-workers. Information from Interviews.

A. First Job

Nature of interaction	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
Alone	8	17.0	8	22.2	7	16.6	23	18.4
one hrg person	1	2.1	2	5.6	1	2.4	4	3.2
One deaf person	8	17.0	2	5.6	2	4.8	12	9.6
Small grp hearing	14	29.8	10	27.8	9	21.4	33	26.4
Small grp deaf	4	8.5	7	19.4	11	26.2	22	17.6
Small grp mixed	7	14.9	3	8.3	8	19.0	18	14.4
Large grp mixed	2	4.3	-	-	2	4.8	4	3.2
Not applicable	3	6.4	4	11.1	2	4.8	9	7.2
Total	47	100.0	36	100.0	42	100.0	125	100.0

B. Last Job

Nature of interaction	Academic N	Academic %	Vocational N	Vocational %	Mixed N	Mixed %	Total N	Total %
Alone	3	6.4	10	27.8	10	23.8	23	18.4
One hrg person	1	2.1	1	2.8	-	-	2	1.6
One deaf person	3	6.4	3	8.3	2	4.8	8	6.4
Small grp hearing	20	42.6	10	27.8	15	35.7	45	36.0
Small grp deaf	6	12.7	4	11.1	4	9.5	14	11.2
Small grp mixed	7	14.9	4	11.1	2	4.8	13	10.4
Large grp mixed	4	8.5	1	2.8	6	14.3	11	8.8
Not applicable	3	6.4	3	8.3	3	7.1	9	7.2
Total	47	100.0	36	100.0	42	100.0	125	100.0

first job; 37.6 per cent on the last job) and with deaf co-workers less (27.2 per cent on the first job; 17.6 per cent on the last). In the academic group there is a decrease of those who eat by themselves (17 per cent on the first job; six per cent on the last) and there is a concomitant increase in the mixed and vocational groups.

There is a trend noted for more of the women within the two earlier groups (1935-41 and 1942-46) to eat alone (24 per cent) than within the two later groups (13 per cent). A difference also appears along these lines in terms of those who eat with a small group of hearing individuals (29 per cent of the two earlier groups and 42 per cent of the two later groups). The decrease of socialization with deaf co-workers at lunch, from first to last job, may be a reflection of the status shift to office positions and may also be related to the greater number of specific positions available to the deaf, so that there is less of a tendency to find deaf women workers in large groups in fewer companies. In Table LXXI, a correlation of a number of factors concerning socialization, communication, and scaled rating of co-workers' satisfaction (see Ch. VII below) is presented with respect to friendliness with co-workers.

TABLE LXXI. Socialization (With Whom Do You Eat?), Averaged Communication Ratings, Averaged Scaled Scores of Co-workers' Satisfaction as a Function of Number of Women Friendly towards Co-workers.

			Friendliness with Co-workers				
Eat with	comm. rating	worker rating	Total	Not friendly	Lunch only	Wk. & parties	Close friends
Hearing only	3.6	71	55	0	34	11	3
Deaf only	3.3	79	24	0	9	3	12
Mixed group	3.8	86	24	0	16	5	3
Alone	3.2	66	18	8	9	1	0

In general, those workers who eat alone, in spite of the fact that they work in departments where there are hearing co-workers, feel that their co-workers are less satisfied with them, have a slightly lower ability to communicate, and are more isolated in their general social contacts on the job. The group that eats with hearing workers only, or in mixed groups, received somewhat higher communication ratings and they have had more superficial social contacts with their hearing, and even deaf co-workers. Those women who have lunch with only other deaf co-workers appear to develop more close friendships with their deaf peers. Friendships with deaf co-workers, however, may have been established prior to work (one friend may have helped the other to get her job), or new friends may have been more easily made with deaf co-workers. When other deaf co-workers are present, the workers see themselves as more acceptable and satisfactory to their co-workers, both hearing and deaf. The tensions of eating with hearing people only may tend to give the deaf woman worker a stronger feeling of being different from her co-workers than if there are other deaf workers present as well.

Problems

Relatively few statements regarding problems were elicited from the interviewees when they responded to the mailed questionnaire. Eighty-nine per cent stated that they had no problems in obtaining their first job. The same percentage is noted for the last or intermediary jobs. Of the respondents who said they had problems in obtaining their first jobs, more than half listed reasons of insufficient training and/or work experience. The remainder had difficulties in communication ("people did not understand me"). Only one person listed prejudice against the deaf as a reason for her difficulty or problem in obtaining work. There is a shift in problems concerning work at later stages in the work history. Insufficient training and experience assumes a secondary role, while communication difficulties and prejudice against the deaf worker become somewhat more important.

One-third of the women reported problems at work on the last job. A large number were reported in terms of occasional difficulties with co-workers. Only four per cent listed chronic difficulties in getting along with particular individuals or groups of co-workers on the job. Twelve per cent reported serious problems or chronic difficulties with their supervisor or employers.

In a study of employee problems, Wall (4) notes that of the problems concerning the job itself, pay, hours, relations with others, and advancement are the most often cited. The interviewees in the present study, however, did not list pay, hours, or advancement as problems, but consider these as dissatisfiers. The interviewees regard the question of problems on the job only in terms of difficulties with others. As might be expected, occasional disagreements or misunderstandings on the job did not change the deaf worker's total satisfaction with her job. On the other hand, those respondents who reported constant difficulties with co-workers or supervisors were less satisfied with their jobs.

Reasons for Leaving

The greater dissatisfaction with earlier jobs, as compared with the last job, can be seen in the classification of reasons for leaving jobs. Tables LXXII and LXXIII indicate reasons for leaving intermediate and last jobs. The major reasons for leaving intermediate job situations were dissatisfaction with the work situation (47 per cent), and laid off (34 per cent). While these are important reasons for leaving the first job as well, the remainder of the group generally left first jobs because they married or, if working after marriage, became pregnant.

Over 44 per cent of the group left their last jobs because they got married or became pregnant. Most of the people who gave the reason, "laid off", were seasonal workers who were not called back, or who decided against going back to work when they were recalled. Of this group, 8.8 per cent did not want to continue, or their families did not want them to continue.

TABLE LXXII. Reasons for Leaving Last Job.

A. By Program Followed

Reason	Academic	Vocational	Mixed	Total N	Total (%)
Personal health	-	-	1	1	(.8)
Marriage	3	7	5	15	(12.0)
Pregnancy	16	12	12	40	(32.0)
Fired	-	1	-	1	(.8)
Laid off	3	1	2	6	(4.8)
Did not want to continue	4	1	1	6	(4.8)
Husband/family did not want her to continue	2	-	3	5	(4.0)
Still working	17	12	18	47	(37.6)
Not applicable	2	2	-	4	(3.2)
Total	47	36	42	125	(100.0)

B. By Period Left

Reason	1935-1941	1942-1946	1947-1951	1952-1957	Total N	Total (%)
Personal health	-	1	-	-	1	(.8)
Marriage	-	3	5	7	15	(12.0)
Pregnancy	3	17	12	8	40	(32.0)
Fired	-	-	1	-	1	(.8)
Laid off	2	2	1	1	6	(4.8)
Did not want to continue	-	2	2	2	6	(4.8)
Husband/family did not want her to continue	2	1	-	2	5	(4.0)
Still working	14	12	8	13	47	(37.6)
Not applicable	-	-	2	2	4	(3.2)
Total	21	38	31	35	125	(100.0)

The group of 121 deaf women seemed more satisfied, with fewer chronic problems, and felt more secure in their positions. This pattern of more dissatisfaction with earlier jobs and less stability in earlier jobs may reflect the pattern of exploration and maturation that Super (3) has found.

TABLE LXXIII. Reasons for Leaving Intermediate Job.

Reason	First int. job	Second int. job	Third int. job
Personal health	1	1	1
Marriage	3	-	1
Pregnancy	5	5	-
Fired	2	-	-
Laid off	17	8	11
Did not want to continue	28	15	6
Husband/family did not want her to continue	-	1	-
Not applicable	69	95	106
Total	125	125	125

Summary

The information obtained from the interviews relating to the pressures on the deaf woman to go to work, the nature and degree of satisfactions derived from the job, the problems she encountered, and the factors which forced her to leave a given work situation are considered in this chapter.

The majority of the women gave as reasons for working support for the household or ability to purchase additional comforts. Half of the group spent money earned on the first job for basic needs; an additional 45 per cent applied their earnings to extra personal or extra family needs. On the last job, 47 per cent and 48 per cent used their money for basic and extra needs, respectively. When married women were asked if they could manage on their husbands' salaries alone, 52 per cent indicated in the affirmative, and 47 per cent responded with uncertainty (or that it was not possible to maintain a household on husbands' salaries alone). Attitudes of families were considered as possible incentives for work. Sixty per cent of the women (first job) and 72 per cent (last job) felt that their families were very much in favor of their working.

Data obtained for 32 married women employed at the time of the interview were evaluated separately. Of those who had children, only three had children below school age; the mean age for the entire group of children was 12.9 years; and there is an average of two children per family. Fifteen women indicated that they had to work to supplement their husbands' earnings and eleven responded that they were working for extras or to keep busy. The jobs held by married women currently employed and their reasons for working do not differ significantly from the other women who were interviewed.

Seventy-one per cent of the entire group expressed satisfaction with their current jobs. The vocational group was the most satisfied and the mixed group was the least satisfied. Not as many (45 per cent) indicated satisfaction regarding their first jobs. Three major factors which served as job satisfiers for first, intermediate, and last jobs were: the job itself, co-workers, and supervisors. Pay ranked fourth as a satisfier. The job itself, pay, co-workers, and supervisors were ranked in that order as important negative factors (dissatisfiers) on the first job. For the most recent job, the job itself, co-workers, and working conditions seemed more important as job dissatisfiers to the women, and pay became less important.

It was found that the majority of the women confined their contacts with co-workers to the work situation. Less than 20 per cent developed close friendships with their co-workers. The deaf women workers who were interviewed ate with hearing individuals more (30 per cent, first job; 18 per cent, last job). Deaf women workers are now not as likely to be found in large groups in a given company than were noted previously.

Relatively few direct statements concerning problems and employment were obtained from the interviewees. Eighty-nine per cent stated that they had no problems in obtaining their first, last, or intermediary jobs. Of the 11 per cent who had problems in obtaining jobs, insufficient training, and/or work experience, as well as difficulties in communication, were the reasons listed. One-third of the women reported problems at work on the last job, concerning occasional difficulties with their co-workers or supervisors. Only four per cent listed chronic difficulties with co-workers and 12 per cent listed serious problems with their supervisors.

Almost half of the group left their last jobs either because they got married or, being married, became pregnant. Five per cent were laid off and nine per cent did not wish to continue. The remainder are still employed. With reference to the last job, the group of 121 deaf women seemed more satisfied, had fewer chronic problems and felt more secure in their positions.

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CHAPTER VII

RESULTS OF PARENT AND EMPLOYER INTERVIEWS

In order to determine the satisfactoriness of the individual worker, and to obtain a check on the interviewees' reports, interviews were held with parents and employers. A recent study (1) indicates that information in an interview regarding objective factors on jobs that terminated longer than five years before becomes increasingly unreliable. Interviews with parents, therefore, were designed to elicit information related to that which the subjects had previously given about the earlier periods in their work history. In addition, material regarding siblings and early personal history were obtained during the interview. Finally, subjective evaluations of the deaf women's current status and adjustment were discussed with their parents.

The interview with the employer was designed to gain information regarding the worker's satisfactoriness. The areas covered included: the accuracy and productivity of the worker, absence and lateness, number of raises and/or promotions received, and the possibilities for further promotion on the same job. Subjective evaluations of the worker's attitudes, as well as the attitudes of the employer, were obtained through the use of direct questioning and attitudinal scales. Additional validation of the worker's current status, tenure and pay was also secured. Only the employers of the women who were still working at the time were considered for interview, since it was felt difficulty would be encountered in gaining the cooperation of former employers whose deaf employees were no longer connected with the firm. Time allowed interviewing only those employers whose concerns were located in Manhattan. While several members of a concern may have been present during an interview, only the information given by the immediate supervisor who had personal contact with the deaf employee is incorporated into this report.

Parents' Interviews

Twenty-six mothers and one father of the 47 women currently employed were interviewed. Of the remainder, in some cases both parents were deceased and the others were not available for interviewing.

Attitudes Toward Working

Parents were questioned as to the attitudes toward work of the subjects when they began their first jobs. Twenty-three of the parents reported that their daughters had had positive attitudes toward going to work; two parents felt that their daughters' attitudes were equivocal; the remaining two said their daughters did not wish to go to work at first. Eighty-five per cent of the parents reported positive attitudes on the part of the girls, whereas 79 per cent of the subjects indicated that they were satisfied with their first positions.

Job Seeking

Sixty-seven per cent of the parents said their daughters had obtained jobs immediately after leaving school; an additional 22.2 per cent said that it had taken up to three months to find jobs; the remaining two said their their daughters had been working part-time on the jobs which subsequently became their first full-time jobs.

Table LXXIV compares parents' and subjects' reports on how the first jobs were obtained.

TABLE LXXIV. Comparison of Responses of Deaf Interviewee and Parent on Sources Used for Initial Employment.

Source	Parents' responses	Interviewees' responses
Through relatives	5	5
Through friend	9	7
Through Lexington	8	5
Through DVR	1	4
On own	1	3
Another school	3	3
Total	27	27

jobs were obtained.

While eight parents considered Lexington School to be the primary source of the job, and one remembered DVR as being the source, five of the deaf women reported Lexington and four reported DVR as the source of the first job. Since there was a close relationship between DVR and the Lexington School, the difference between the two reports is largely one of interpretation. In many cases the Lexington School made the initial referral to DVR and trained the girls in certain areas; in others, DVR developed the training program for the girls.

A similar matter of interpretation on the part of the respondents appears when one examines the discrepancies existing between the parents' and their children's reports on the jobs obtained through friends (parents list nine contacts and subjects list seven) and those jobs which were obtained through the subjects' own efforts (parents list one and subjects list three). In two cases where a discrepancy exists, the initial contact may have been made through a friend, but the girl felt that the job had been secured largely through her own efforts, while the parents may have discounted the girl's efforts, believing that the initial contact to have had the greater effect.

Adjustment to the First Job

The reactions of parents are similar to those of their daughters when asked to evaluate adjustment to the first jobs. Eighteen (66.7 per cent) reported that their daughters had no difficulty in adjusting. Three parents felt that it had been difficult for the girls to adjust to the general work at their places of employment; two noted the difficulty their daughters had had in lipreading the people with whom they came into contact. Parents also listed as problems for their daughters difficulties in feeling at ease with "new" people in learning procedures for particular skills that differed from procedures learned at school or that were entirely new. One mother stated that her daughter had felt uncomfortable because there were no other deaf girls working in the establishment.

Job Satisfiers and Dissatisfiers

Table LXXV compares the responses of parents and their daughters to questions regarding factors liked or disliked by the subjects on the first and last jobs.

Parents' responses differed from the subjects' responses on certain job factors. Security, listed by two parents as a satisfier and by nine parents as a dissatisfier, is not listed at all by the subjects. Pay is listed by seven parents as a positive factor and by ten as a negative factor, in contrast with two subjects who listed pay only as a negative factor. Parents tended to view the employer as playing a more positive role (13 positive, 2 negative), while their daughters reported 6 positive and 7 negative instances with regard to

TABLE LXXV. Parents' and Deaf Interviewees' Indication of Satisfactory and Unsatisfactory Factors for First and Last Jobs (N=27).

Factors	First Job				Last Job			
	Satis.		Unsatis.		Satis.		Unsatis.	
	Parent	Girl	Parent	Girl	Parent	Girl	Parent	Girl
Pay	5	-	5	2	2	-	5	-
Supervisor	4	4	2	5	9	2	-	2
Co-workers	10	5	1	1	10	5	-	2
Job itself	9	9	4	6	13	12	4	4
Benefits	-	-	-	1	-	-	-	-
Status	-	-	1	-	1	-	1	1
Security	1	-	2	-	1	-	7	-
Location	1	1	1	-	3	3	3	-
Working conditions	3	-	1	-	-	-	1	-
None/don't know	7	8	12	11	4	4	10	16
Total Responses	40	27	29	26	43	26	31	25

satisfaction with supervisors and employers. Twenty parents reported co-workers as a satisfier for their daughters, whereas only ten of the deaf women consider co-workers as a factor leading to job satisfaction.

Although parents were asked to report their daughters' reactions to and/or evaluations of things liked or disliked about a given job, it appears that parents find it difficult to put aside their own values in such reports. In general, parents tended to see security and wages as more important factors in a job situation as well as the interpersonal relationships between the subjects and their supervisors and co-workers.

Overall Attitudes Toward Job

When parents were asked to make a judgment as to whether their daughters' last job was an appropriate one, 22 (88 per cent) of the parents gave favorable responses, compared with 24 (89 per cent) of the subjects on a similar question.

However, the subjects tended to rate their jobs more positively. Twelve subjects felt that their jobs were very satisfactory; three parents agreed with this estimate. Five parents had rather negative reactions to their daughters' current positions, rating them only fair or poor; three of the girls rated their jobs as fair.

Job Adjustment

A similar relationship was found between the deaf interviewee's satisfaction with her current position and her parent's estimate of general adjustment to that position. One parent reported her daughter perfectly adjusted; 20 reported their daughters very well adjusted; four said they were moderately well adjusted; one felt that her daughter had made a poor adjustment; and one did not wish to make an estimate. Twelve of the women reported themselves very well satisfied with their jobs; eight said they were quite satisfied; four indicated some satisfaction; and three said they were moderately dissatisfied with their jobs.

The data were also analyzed by the program the girls had followed at school, but the resultant distributions yielded numbers too small to report. However, parents of those who had followed academic or mixed programs at Lexington School evaluated their daughters' attitudes as being more positive that those whose daughters followed vocational programs.

Communication at Home

All of the parents reported that they relied mostly on speech for communication with their daughters, and that their daughters communicated similarly. Parents had not learned any formal signs, nor had they needed to resort to writing when they wanted to communicate with their daughters. Parents reported that on occasion, daughters might resort to writing in order to emphasize or clarify some point they were not sure had been communicated.

Siblings

Information was obtained regarding educational background and the nature of work of the subjects' siblings. With the exception of one hard-of-hearing woman, all siblings had normal hearing.* Fourteen of the deaf women had female siblings over 18 years of age. Three of these had completed college, whereas two of the deaf subjects had taken some college courses, but were not from the same families as the former three siblings.

Job titles for the subjects' hearing sisters were: secretary (5), teacher (2), dental assistant (1), typist (1), clerk (1), photo-engraver (1), and factory worker (1). Subjects' titles were: power-machine operator (5), key punch operator (3), senior clerk (1), laboratory technician (1), typist (1), reweaver (1), and laundress (1). Three of the subjects held jobs of comparable status to their sisters, five of a lower status, and three of a higher status. While information was obtained on male siblings and greater differences were found in educational and vocational status (the subjects' brothers had achieved higher educational and vocational status), this information is not reported in detail since such differences are normally found between the male and female members of the same family.

Summary

In general, comments made by deaf women were corroborated by their parents when they, in turn, were interviewed. Parents showed a tendency to emphasize those job factors relating to pay and social interaction, and to rate their daughters' satisfaction with their jobs lower than did the subjects themselves. The role of the deaf women in finding their jobs was minimized by parents, in comparison to the sources reported by their daughters.

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*This information applies only to the siblings of subjects whose parents were interviewed.

Additional insights into parental interactions with deaf daughters were obtained during the interviews. Although parents listed speech as the only means of communication with their daughters, in those instances where interactions of parents and daughters were observed by the interviewer, natural gestures and writing were employed as means of communication as well. Some parents, regardless of the age of the daughter, played important roles in their vocational careers, acting as intermediaries between employee and employer. They reported that employers telephoned when problems arose, explained the situation, and hoped that the parents would explain in turn to the daughters (that evening) what the employer had required that perhaps had been misunderstood or had not been conveyed. These deaf women usually had poor communication skills.

Other observations not within the scope of the study, noted during parental interviews, concerned attitudes towards their children's deafness. Parents viewed the school as the primary agent for training and education, without a full understanding of the educational program. This attitude was accompanied by a sense of trust in the school, rather than an understanding of the deafness itself as it affected the child.

Employers' Interviews

Sixteen of the employers of deaf interviewees currently employed who were located in Manhattan were interviewed. Table LXXVI indicates employers' and employees' responses to questions of tenure, status, and sources of skills for the job.

TABLE LXXVI. Tabulation of Employers and Deaf Employees' Responses for Tenure, Status, and Sources of Job Skills.

A. Tenure

Period	Employers	Employees
2 - 6 months	-	3
6 - 12 months	1	2
1 - 2 years	5	2
2 - 4 years	4	4
4 - 6 years	1	1
6 - 8 years	3	2
10 plus years	2	2
Total	16	16

B. Status

Occupational category		
Clerical and sales	12	11
Skilled	1	1
Semi-skilled	2	2
Unskilled	1	2
Total	16	16

C. Sources of Job Skills

Sources		
Previous experience	8	4
Previous training	5	8
OJT - less than 2 weeks	1	-
OJT - 1 - 3 months	2	-
Not applicable (unskilled)	-	4
Total	16	16

Whatever discrepancies with regard to tenure noted between employers' and employees' responses are related to the period of time which elapsed between the visits of the interviewer (first to the subject and subsequently to the employer) which varied from three to ten months. In the previous chapter on status, it was noted that one subject moved from a position of stock girl to that of file clerk, explaining the only discrepancy between employer and employee responses.

With regard to sources of training, four employees indicated that their work was unskilled, and four that they had had previous experience with the specific type of work. These eight women were the same listed by employers as having had previous experience. The women, however, differentiated between previous experience in the same position and general work experience, and so were found in the unskilled category since they had had no previous contact with the particular type of work. Three of the girls who listed previous training viewed what two employers called "on-the-job training" merely as a form of initial orientation or a chance to pick up speed, not related to learning skills.

Satisfactoriness

Three of the criteria for satisfactoriness, accuracy, speed, and length of time to learn routines, were obtained from the employers. Their evaluations are presented in Table LXXVII. The general results indicate that the

TABLE LXXVII. Tabulation of Employers' Evaluations of Employees Accuracy (Errors); Speed, and Time Necessary to Learn Routines.

Errors	N	Speed	N	Learning time	N
None	-	Very much faster	3	At faster rate	8
Few	7	Much faster	4	At same rate	5
Some	6	Slightly faster	5	At slower rate	3
Average	3	Average	1		
Many	-	Slightly slower	2		
Very inaccurate	1	Much slower	1		
Total	16		16		16

deaf women were somewhat more accurate, faster, and learned their skills in a shorter period of time than the (average) hearing co-workers.

Two indices negatively related to the satisfactoriness of the employee are absenteeism and lateness. Table LXXVIII shows the responses of the entire group of interviewees for these categories, for the first and last jobs.

TABLE LXXVIII. Interviewees' Responses Regarding Absenteeism and Lateness on First and Last Jobs (N=125).

A. Absenteeism

	First Job		Last Job	
Rate of occurrence	N	%	N	%
Very often	2	2	4	3
Often	7	6	5	4
Average	17	14	23	18
Few	27	22	26	21
Rarely	43	34	45	36
Never	20	16	16	13
Not applicable	9	7	6	5
Total	125	100	125	100

B. Lateness

Very often	3	2	5	4
Often	1	1	3	2
Average	11	9	11	9
Few	16	13	21	17
Rarely	34	27	21	17
Never	52	42	58	46
Not applicable	8	6	6	5
Total	125	100	125	100

Table LXXIX compares the employers' and their employees' responses to absenteeism and lateness.

Employers of the 16 women appear to have a tendency to estimate the frequency of their employees' lateness or absenteeism on a slightly higher

TABLE LXXIX. Employer and Employee Reports on Lateness and Absenteeism.

Rate of occurrence	Absent		Late	
	Boss	Wkr.	Boss	Wkr.
Very often	-	1	1	1
Often	2	-	-	-
Average	3	3	1	1
Few	6	2	2	2
Rarely	5	7	6	4
Never	-	3	6	8
Total	16	16	16	16

level than do the women themselves. In evaluating absenteeism, eight of the women viewed themselves as being less frequently absent than did their employers, and four of the employers saw the women as less frequently absent than did the subjects themselves. With regard to lateness, five employers saw the women as being late more often and four saw the women as being late less often. One woman listed herself as never being late, while her employer listed her as being late often. The remaining employees differed only slightly from their employers' estimates on this item.

The employers reported that six of the women had received promotions and ten had not. Nine employers felt that additional promotions were possible, and seven, not. On the other hand, twelve employees stated that they had not been promoted. Only three thought promotion was possible, and felt that their chances were relatively poor.

Employers also tended to give higher estimates of the number of raises than did the employees, as seen in Table LXXX.

TABLE LXXX. Employers' and Employees' Reports on Number of Raises Received on the Last Job.

No. of raises	Employer	Employee
None	1	4
1 - 2	5	4
3 - 4	5	4
5 - 6	2	2
7 - 8	1	1
Over 8	2	1
Total	16	16

Employers also reported that they had some problems with seven of the women when they were learning new tasks or when they were corrected. Only four women reported having any specific difficulties in these areas. Employers tended to exaggerate slightly their practices in term of raises and possibilities for promotion. The deaf female employees tended to paint a more favorable picture in terms of their absenteeism and lateness and indicated that they had fewer problems on the job. In general, there are no serious discrepancies between the two groups with regard to most of the objective job factors. It must be pointed out that almost every employer interviewed volunteered the information that their deaf employees were better than average workers.

Table LXXXI presents the reactions of the 125 interviewees to the treatment they received from their supervisors as compared with that given to their co-workers. The responses confirm the favorable reactions on the part of the employer to his deaf worker noted above.

Communication

Employers were asked how they communicated with their deaf employees and how their deaf employees communicated with them. Modes of communi-

TABLE LXXXI. Tabulations of Responses to "How Does Your Boss Treat You Compared with Your Co-workers?" for First and Last Jobs. Information from Interviews.

Job		Better	Same	Worse	N/A	Total
First	N	5	100	13	7	125
	%	4	80	10	6	100
Last	N	15	93	11	6	125
	%	12	74	9	5	100

cation from both the employers' and employees' points of view are presented in Table LXXXII. Two of the women indicated that they relied chiefly on speech, while employers regarded their communication as being composed of equal amounts of speaking and writing.

TABLE LXXXII. Mode and Direction of Communication According to Employers' and Employees' Reports.

	Mainly Speech	Writing	Writing and speech	Total
Employer to worker (employer's view)	15	-	1	16
Worker to employer (employer's view)	12	2	2	16
Worker to employer (worker's view)	14	2	-	16

Summary

Results obtained from interviews with the employers of the 16 deaf women workers indicate that, in general, they were viewed as satisfactory employees. Rates of absenteeism and lateness were lower than those for their average co-workers, and, as a rule, they learned their duties more quickly and were more efficient. Whether or not they received adequate compensation in terms of pay, number of raises and promotions, was not within the scope of the study. It is clear, however, from some of their statements that employers were anxious to impress the interviewer with their liberal and positive attitudes toward handicapped workers. In one case, the employer rated a worker as being slower, less efficient, and absent more often, but kept her on the payroll because, as he said, "She's my conscience." In spite of this attitude, however, there seems to be sufficient agreement between reports of employers and of their deaf employees to lead us to the conclusion that the deaf woman worker appears to be performing quite adequately in her work situation.

References

1. Weiss, D.J., Davis, R.V., England, G.N., and Lofquist, L.H. Validity of Work Histories Obtained by Interview, Bulletin 34, Minnesota Studies in Vocational Rehabilitation, Industrial Relations Center, Univ. of Minnesota, 1961.

CHAPTER VIII

ATTITUDINAL SCALES

Attitudinal ratings of job factors relating to satisfaction and satisfactoriness were obtained from the deaf interviewees, and the parents and employers of those deaf women currently employed. Six scales were presented to the employee: I) How satisfied are you with your job?- (overall satisfaction with job); II) How satisfied are you with the kind of job you are doing?- (overall satisfaction with occupational title); III) How well do you like your employer?- (satisfaction with employer); IV) How well do you think your employer likes you as a worker?- (self-perception of satisfactoriness); V) How well do you think your co-workers like you?- (self-perception of ability to get along with co-workers); and, VI) How well did the Lexington School prepare you for the occupational world?- (rating of effectiveness of school vocational preparation). Each employer gave four ratings, related to scales I, III, IV, and V, above. Each parent rated her daughter's satisfaction on the job (scale I). All ratings were translated to scores between zero and 99 for computational purposes.

The mean ratings for the six attitudinal scales given by academically-trained, vocationally-trained and mixed-trained deaf women are presented in Table LXXXIV. The highest rating (84.2) is observed for scale IV; the lowest rating for the entire group (51.1) is noted for scale VI. When mean ratings are analyzed according to training group, the vocationally-trained women give higher ratings on scales I and II than the other two groups, indicating a greater degree of satisfaction with their particular job and their type of occupation.

TABLE LXXXIV. Mean Ratings for the Six Attitudinal Scales by Academic, Vocational and Mixed Groups.

		Scales*					
Group		I	II	III	IV	V	VI
Academic	N	44	44	44	43	39	40
	Mean	75.7	77.5	79.1	87.4	75.1	43.0
Vocational	N	33	32	33	33	27	32
	Mean	77.8	81.1	74.4	82.3	80.6	62.6
Mixed	N	40	40	39	39	37	38
	Mean	65.8	67.6	76.7	82.4	71.1	49.8
Total**	N	117	116	116	115	103	110
	Mean	73.2	75.0	77.0	84.2	75.1	51.1

*Scale I: Overall satisfaction with job
Scale II: Overall satisfaction with occupation (type of job)
Scale III: Satisfaction with employer
Scale IV: Self-perception of employer's satisfaction with subject
Scale V: Self-perception of ability to get along with co-workers
Scale VI: Effectiveness of Lexington School's training for the occupational world.

**Total does not sum to 125 because, in addition to the four who never worked, some women were unwilling or unable to commit themselves to some attitudinal ratings on the scales.

In addition, this group was the most satisfied with the training they had received at school. The vocational group appears to have adjusted to the work situation and to have accepted the training they received as sufficient to enable them to function in the occupational world. With respect to the rate of pay this group tolerates and the general level of occupation which it accepts, it appears that expectations are lower, thus indicating that the vocationally-trained woman may better realize her limitations than women in the other two groups.

The mixed group rated satisfaction with job and type of occupation lowest of the three groups. There are less job changes and less status changes reported for this group than for the academic group, and it appears that the mixed group are more resigned to their vocational role and job situation than either of the other two groups.

Scales III and IV related to the interaction between the supervisor (employer) and worker (employee). The academic group expressed the greatest satisfaction with their employers and felt that their employers were highly satisfied with them. The vocationally-trained group gave the lowest ratings on these scales. The difference in ratings between these two groups may be attributable to the differential communicative skills that these groups have. Ability to communicate enables an individual to develop relationships more easily, and to interact more readily, thus establishing more positive interpersonal relationships. It is interesting to note that all three groups rate their estimates of employers' satisfaction higher than their satisfaction with their employers.

In order to obtain the ratings on the scales which were adopted, respondents were first asked to define the upper (positive) and lower (negative) anchor-points; that is, to indicate the best-liked or least-liked idealizations of the continuum along which they were to make their ratings. Verbatim responses were recorded and were grouped for presentation in the tables which follow.

In Table LXXXV, for example, positive and negative responses were obtained in the following manner: "Think of all the jobs that you know about (in the world, that you can imagine, etc.). What things (factors) about a job do you like best of all? What things about a job would make it a very good job (would make you say I wish I had that job, etc.)? What things about a job do you not like at all?" 245 positive responses were given by 77 interviewees; and a total of 102 negative responses were offered by 59 respondees. Important positive job factors for deaf women are first, pay, co-workers, and then the

TABLE LXXXV. **Positive and Negative Responses of Job Factors Given as Anchor-points to Scale I (Overall Satisfaction with Last Job).***

Job factors	Positive responses N	Positive responses %	Negative responses N	Negative responses %
Pay	48	20	17	17
Co-workers	38	16	20	20
Work itself (easy)	34	14	19	19
Work environment	27	11	5	5
Location	25	10	7	7
Benefits	23	9	7	7
Work itself (interesting)	19	8	8	8
Employer	17	7	8	8
Hours	6	2	3	3
Security	4	2	6	6
Advancement	3	1	-	-
Few deaf workers	1	-	2	1
Total	245	100	102	100
	(for 77 respondees)		(59 respondees)	

*Verbatim responses were as follows:

Pay - good pay, good salary / poor pay. Co-workers - nice people, friendly, lots of people, cooperative, warm people, fast workers / bad people, foreigners, fights, slow workers, girls fresh, not friendly, people not nice to you, people don't understand me, rough people, people talk dirty. Work itself - easy, time not piece work, not too detailed, no pressure, light work, each had fair share of work, let me do my own work / piece work, pressure (rush), detailed work, hard work. Work environment - clean place, good company, big factory, respectable place, clean bright atmosphere, in nice office, nice surroundings, well-known company, small firm / too much noise, factory, dirty place small company. Location - nearby, near good shopping / far away. Benefits union, bonuses, benefits, vacation with pay, breakfast coffee, travel benefits / no union, sometimes no vacation, no sick pay, no benefits. Work itself - interesting, busy, varied, stimulating, brain job / boring work. Employer - nice boss, boss is fair, good foreman, boss interested in me, patient / boss unfair, bad boss, boss talks too fast, work at relative's place. Hours - short hours, day shift, seasonal work / long hours, night shift. Security - secure job, steady / not steady, slow work. Advancement - advancement / none. Few deaf workers - few deaf workers / no other deaf, without husband working there.

work itself (not too demanding). What is interesting is the change in ordering of job factors when negative factors are considered. Getting along with co-workers and the demands of the job itself would appear to be important deter-

TABLE LXXXVI. Best-preferred and Least-preferred Occupational Titles Given as Anchor-points to Scale II (Overall Satisfaction with Occupation).

Best-preferred	N	%	Least-preferred	N	%
Keypnch op, bkkpr, sec'tary, typist, acc't, compt'rist.	49	55	Power machine op, garment trades.	37	51
Power machine operator	13	15	Factory worker	14	19
Factory machine worker	6	7	Laundress	4	6
Teletypist or linotypist	5	6	Scrubwoman	3	5
Model, airline hostess	4	4	Peddler	3	5
Teacher, counselor	3	3	Office worker (filing)	3	5
Social worker, researcher	3	3	Packer	2	3
Artist-colorist	2	2	Printer	1	1
Mathematician	1	1	Streetcleaner	1	1
Librarian	1	1	Nurse	1	1
Farmer	1	1	Waitress	1	1
Dress designer	1	1	Housepainter	1	1
Packer	1	1	Driver	1	1
Total	90	100		72	100

miners of job-leaving, and rate of pay assumes a tertiary position. Similarly, deaf women regard the work atmosphere more positively (as more desirable), and do not consider the work environment to take an important position as negative factor.

The positive and negative anchor-points on scale II are divided according to occupational job title and reasons for choosing that title, and are presented in Tables LXXXVI and LXXXVII, respectively. The best-preferred occupational area is that of office, or white-collar, work, with keypunch operator as the largest single occupation preferred. Occupational choices of the deaf women are surprisingly realistic, with only four responses to the idealized occupation of model and/or airline hostell. Least-preferred types of jobs are in the garment trades and factory work. (The occupational title of "Peddlar" refers to the deaf person who circulates cards upon which manual alphabets are printed, and who solicits remuneration for such distribution.)

LXXXVII. Positive and Negative Reasons for Choosing Best-preferred and Least-preferred Occupational Titles (Scale II).

Positive reasons	N	%	Negative reasons	N	%
Pay	10	20	Hard work	20	41
Easy work	6	12	Dirty work	6	12
Help others	5	10	Boring	6	12
Secure job	5	10	Noisy	4	8
Interesting work	4	8	Pressured	3	6
Freedom, opportunity	4	8	Poor pay	2	4
Benefits	4	8	Unsteady	2	4
No communication problem	4	8	Hot	2	4
Union	2	4	Bad co-workers	2	4
Meet people	2	4	Low status	1	2
Good boss	1	2	Union (racket)	1	2
Clean place	1	2			
Wear nice clothes	1	2			
Job availability	1	2			
Total	50	100		49	99

In Table LXXXVII, positive job factors are listed for those occupational titles listed in Table LXXXVI. Again, pay and light demands of the working situation are given the most numerous responses. In this table, difficult work and heavy work pressures are negative job factors, and contrary to the findings in Table LXXXV (factors about a job that are satisfying and dissatisfying), poor rates of pay do not assume as important a role as a dissatisfyer.

Positive characteristics of employers, as listed in Table LXXXVIII, reflect a view of the ideal employer as a person who is kindly, cooperative, interested and accepting. This finding coincides with that of a previous study on ratings of supervisors (1), which lists the characteristics of good supervisors as follows: democratic, dependable and supportive. The weighting for negative characteristics shows that employees regard lack of cooperation and excessive demands on the part of employers as greater contributors to dissatisfaction than their counterparts contribute to satisfaction. It is inter-

TABLE LXXXVIII. Positive and Negative Characteristics of Employers Given as Anchor-points to Scale III (Satisfaction with Employer).*

Characteristics	Positive N	Positive %	Negative N	Negative %
Friendly	61	30	26	23
Helpful	41	20	29	26
Fair	31	15	12	11
Lenient	27	13	28	25
Interested in worker	21	10	-	-
Interested in deaf	14	7	6	5
Generous	3	2	7	6
Personal factors	3	2	5	4
Total	201	99	113	100
	(77 respondees)		(65 respondees)	

*Verbatim responses were as follows:

Friendly - pleasant, kindly, talks nice, polite, nice character, good personality, has respect for people, warm, sweet, nice-looking / unfriendly, cold, unpleasant, unconcerned with worker's problems, doesn't talk to anyone, ignores other's feelings, doesn't pay attention to others, has no respect for people, snob, moody, touchy, nervous. Helpful - cooperative, patient, tells me when I make a mistake, patient in explaining, understanding, understands you as a person / not helpful, doesn't allow talking, pushes or rushes workers, jumps down your throat, strict, hollers at people, watches all the time, says workers are lazy, never satisfied, interferes, nags, makes me nervous, bothers me. Fair - treats me as an equal, is nice to people, talks to everybody, willing to listen to problems, doesn't pick on me, doesn't blame all for one's mistakes, gets along with everyone, gives chance for varied work / unfair, plays favorites, doesn't give me a chance, doesn't like me. Lenient - easygoing, makes you feel comfortable, leaves you alone, not like a "boss", quiet, satisfied with me, has confidence in workers, not mean, leaves you alone / cruel, mean, mad, bad-temper, cross, angry, bitter, crabby, cranky, fresh, grouchy, hard-hearted, gets upset over mistakes. Interested in worker - interested in me, talks with me, understands my work, is nice to me, likes me, pays attention to me / none. Interested in deaf - understands the deaf, is patient with the deaf, someone who can sign, lipreads, talks slow, faces me when explaining, fair with the deaf / unfriendly toward deaf, doesn't understand the deaf, no patience with the deaf, not interested in the deaf, talks too fast, makes suckers of the deaf. Generous - gives raises (if deserved) / no raises, stingy, cheap, money-mad. Personal factors - smart, hard-working, doesn't kid around / stupid, not dependable, foreigner, two-faced, "fancy".

TABLE LXXXIX. Positive and Negative Characteristics of Workers Given as Anchor-points to Scale IV (Self-perception of Employer's Satisfaction with Worker).*

Characteristics	Positive N	Positive %	Negative N	Negative %
Productive	55	29	23	19
Takes initiative	45	24	10	9
Cooperative	39	21	32	27
Accurate	21	11	24	19
Presentable	14	7	-	-
Punctual	12	6	15	12
Reliable	3	2	17	14
Total	189	100	121	100

*Verbatim responses were as follows:

Productive - high output, gets work out on time, fast, efficient, smart, learns fast, superior ability, can do various jobs, knows the work, experienced, hard worker, industrious / doesn't know the work, has no ability, is slow, is stupid, bad worker. Takes initiative - is alert, understands what to do, has good judgment, is not lazy, interested in her job, tries very hard, understands the whole job, pays attention to her job, willing to do favors, follows instructions, takes directions easily, does more than her share of the work, is willing to learn more, willing to work overtime / lazy, doesn't want to learn, not willing to do favors, doesn't understand her job, doesn't follow instructions. Cooperative - cooperative, friendly, happy, good, pleasant, doesn't bother anybody, polite, considerate, helpful, nice to the boss, quiet, no talking no reading / uncooperative, disrespectful, talks back, arrogant, talks too much, independent, jealous, nasty person. Accurate - no mistakes, few errors, careful / many mistakes, careless, sloppy worker. Presentable - pretty, neat, neat dresser / none. Punctual - never stays out / absent, late. Reliable - steady, trusted, doesn't take too many coffee breaks / not steady, wastes time, fools around, too long on breaks, takes advantage, clock watcher.

esting to note that interest in the worker is a positive characteristic, but that negative attitudes towards deafness a negative characteristic mentioned with respect to interest in worker. (The reader is referred to the corresponding verbatim responses following the table.)

The deaf women who responded to scale IV appear to have a well-developed concept of what employers expect from their employees. Productivity, initiative, and cooperation, in that order, are ranked as characteristics that they feel employers view as desirable (Table LXXXIX). In contrast, when employers' views of unsatisfactory workers are estimated by deaf women workers, the negative characteristics of uncooperativeness, inaccuracy, non-productivity are given priority.

Married and single women's ratings on scales III and IV are presented in Table XC for comparison. Married women rated their satisfaction with their supervisor and their supervisor's satisfaction with them as workers equally high, while single women rated their satisfaction with their supervisor considerably lower than their estimation of their supervisor's evaluation of them. This holds true for the academic, vocational and mixed groups. It is possible that the married woman is more secure by virtue of her marriage and has outside interests that would tend to limit the pressures felt at work. Hence, the married woman might more realistically evaluate her relationship with her employer. On the other hand, the single woman, more insecure

TABLE XC. Comparison of Attitudinal Ratings of Married and Single Women in the Academic, Vocational, and Mixed Groups on Scales II (How Well Do You Like Your Boss?) and IV (How Well Does Your Boss Like You?).

		Married		Single		Total	
		III	IV	III	IV	III	IV
Academic	N	39	37	5	6	44	43
	Mean	80.7	86.9	66.8	90.0	79.1	87.3
Vocational	N	26	25	7	7	33	32
	Mean	76.6	81.4	66.1	86.1	74.4	82.4
Mixed	N	30	29	9	9	39	38
	Mean	79.1	77.1	68.7	82.1	76.7	78.3
Total	N	95	91	21	22	116	113
	Mean	79.1	82.3	67.4	85.5	77.0	82.9

TABLE XCI. Positive and Negative Characteristics of Co-Workers Given as Anchor-points to Scale V (Self-perception of Ability to Get Along with Co-workers).*

Characteristics	Positive N	Positive %	Negative N	Negative %
Friendly	77	59	33	34
Bright personality	23	18	14	14
Communicative	17	13	17	18
Good character	11	8	7	7
Not aggressive	3	2	26	27
Total	131	100	97	100
	(46 respondees)		(49 re/dees)	

*Verbatim responses are as follows:

Friendly - friendly, cooperative, polite, nice, considerate, brings coffee, understanding, helpful, thoughtful, willing to do favors, kind, pleasant to all, does her share, patient, warm / unfriendly, uncooperative, inconsiderate, isolated, snobbish, pays no attention to others, doesn't like boss, is not understanding, doesn't do favors, does not share work. Bright personality - good personality, happy, smiling, sense of humor, laughs, younger, good sport, lively, sweet, pretty / moody, grouchy, boring, self-pitying, older, stubborn, gloomy. Communicative - nice conversationalist, discusses things that go on, good listener, talks about the job, understands when talks, talks nice, not catty, talks to all, not a gossip, minds own business / doesn't talk to anyone, complaining, talks too much, never satisfied, two-faced, spreads rumors, nosey. Good character - honest, smart, neat, no favoritism, treats all as equals, respects authority, not jealous, well-dressed / sloppy, no tact, no manners, jealous, has no respect for others. Not aggressive - doesn't fight, doesn't take her problems out on others, never fresh / fights, mean, takes feelings out on others, finds fault, argues all the time, bad temper, talks fresh, trouble-maker, big mouth, loud mouth, makes fun of others, acts like a big shot.

and feeling the pressures more strongly, tends to project her dissatisfactions on to other key figures (the supervisor) and protect her image by placing a higher value on her own ability.

Characteristics of co-workers are presented in Table XCI. Friendliness of co-workers is considered important, both as a satisfier and as a dissatisfier on a job. Some deaf women workers, however, shy away from the aggressive and fault-finding co-worker. Communication is found as one of the characteristics of co-workers that contribute to satisfaction. One might think that this reflects a dependence or reliance on others to interpret and explain, but inspection of verbatim responses reveals that other factors in communication are mentioned, not necessarily dealing with the worker's deafness.

Reactions to the effectiveness of school training and preparation for the occupational world are listed in Table XCII. Forty per cent of the responses

TABLE XCII. Positive and Negative Reactions to Areas of Effectiveness of Vocational Preparation and Training Given as Anchor-points to Scale VI (How Well Did the Lexington School Train You for any Job?).*

Area	Positive N	Positive %	Negative N	Negative %
Communicative	21	40	-	-
Vocational	16	31	13	87
Personal	11	21	-	-
Academic	4	8	2	13
Total	52	100	15	100
	(30 respondees)		(13 res'dees)	

*Verbatim responses were as follows:

Communicative - taught me lipreading, communication, improved my speech, taught me speech, English, Language / none. Vocational - taught me how to work, typing, taught me a skill, taught power machine operation, taught me a job, taught sewing, helped me get a job, got me a summer job / no office training, I wanted IBM work, never asked me about my interests, should teach office skills, another school for the deaf trained me for the job, wanted typing, got no trade, learned power machine operation (and resented it). Personal - taught me to have respect for others, taught poise, taught me how to get along with other people, taught me to meet people, taught perseverance, taught responsibility, to dress properly, helped make me aware of myself and others, taught me to think for myself / none. Academic - taught me reading, gave me a general background, prepared me for college / no high school, not enough reading.

(made by 21 of the 30 women who gave anchor-points) indicate that the women consider the acquisition of communicative skills a most important function of the school for the deaf in preparing its pupils to meet future needs, even in response to a question that specifically asks for a rating of preparation for anticipated vocational needs. It is interesting to note here that the related vocational training that may have been received contributed toward successful adjustment, evidenced by the verbatim responses to training received in the personal area. Negative comments center largely on insufficiencies in, rather than on a lack of, training and preparation.

Coefficients of correlation between the ratings on the six scales are presented in Table XCIII. High, positive, significant coefficients are observed for overall job satisfaction with overall satisfaction with type of job, and with self-perception of ability to get along with co-workers. Overall satisfaction

TABLE XCIII. Matrix of Coefficients of Correlation between Ratings on the Six Attitudinal Scales Made by Deaf Interviewees.

Scales	II	III	IV	V	VI
I	.717**	.318**	.246**	.505**	.015
II	-	.286**	.283**	.030	.099
III	-	-	.224**	.042	.073
IV	-	-	-	.164	.138
V	-	-	-	-	-.120

* I Overall satisfaction with job
II Overall satisfaction with occupation (type of job)
III Satisfaction with employer
IV Self-perception of employer's satisfaction with subject
V Self-perception of ability to get along with co-workers
VI Effectiveness of Lexington School's training for the occupational world.

**significant beyond .01 level.

with job correlates significantly with every scale relating to work. As expected, there are no significant correlations between the scale rating effectiveness of Lexington School's training and the other five scales.

Employers' Scales

Employers were asked to rate satisfaction with the deaf worker, how she got along with co-workers, and how satisfied they felt she was with them and with the job. Table XCIV shows mean ratings on the four scales. The highest ratings are given for the deaf worker's satisfaction with the job and for the estimate of how well the deaf worker gets along with her co-workers. The lowest rating, interestingly enough, is for the employers' rating on how satisfied they believe the workers to be with them.

TABLE XCIV. Matrix of Coefficients of Correlations between Ratings on the Four Employer's Scales with Means and SD's for Each (N = 16).

Scales*	I	II	III	IV
II	.332	-	-	-
III	.210	.338	-	-
IV	.316	.415	.634**	-
Mean	82.06	84.31	84.38	80.00
SD	19.66	14.90	13.49	14.02

* I How satisfied are you with worker?
II How does she get along with co-workers?
III How satisfied do you think worker is with job?
IV How satisfied do you think worker is with you?

**significant beyond .01 level.

The coefficients of correlation between the four employers' scales in Table XCIV show a significant correlation between scales III and IV, between satisfactoriness of the worker and employers' estimates of workers' satisfaction with employer.

Table XCV presents employers' positive and negative views of characteristics of workers. Productivity, which includes efficiency, is regarded

TABLE XCV. Positive and Negative Characteristics of Workers Given by Employers as Anchorpoints to Employers' Scale of Satisfactoriness (How Satisfied Are You with the Deaf Worker?).*

Characteristic	Positive N	Positive %	Negative N	Negative %
Productive	13	28	9	25
Reliable	8	17	5	14
Takes initiative	7	15	6	17
Cooperative	7	15	5	14
Accurate	4	9	4	11
Punctual	3	6	2	5
Presentable	3	6	3	8
Absent	2	4	2	5
Total	47	100	36	99
	(15 respondees)		(15 respondees)	

*Verbatim responses were as follows:

Productive - productive, doesn't procrastinate, speed, efficient, doesn't waste time, not lax about work, fast, keeps up productions, carries out full operation, has basic skills / poor production, doesn't get work done, not satisfactory production, doesn't carry out work, no basic skills, repeatedly poor production, inefficient. Reliable - steady worker, least unauthorized breaks, reliable, understands and carries out work, conscientious, dependable, works to best of ability, doesn't talk too much / most unauthorized breaks, unreliable, takes too many unauthorized breaks, a "talker", talks too much. Takes initiative - independent but knows to ask when necessary, interested in work, imaginative, shows common sense, takes instruction easily and quickly / not interested in work, unimaginative, does not take instruction easily or quickly, no common sense. Cooperative - well coordinated with group, ability to get along, get along with co-workers, agreeable, non-complaining, contented, least gossipy / most gossipy, not fully coordinated with group, disagreeable, thinks she is better than others, instigates trouble. Accurate - accurate, shows accuracy, extremely careful / careless type, not accurate, constant errors. Absent - responsible attendance, good attendance / poor attendance. Punctual - punctual attendance, punctual / non-punctual. Presentable - neat appearance, neat / not neat.

as the most important of worker characteristics, and contributes both positively and negatively to the employer's view of worker satisfactoriness. Reliability, initiative, and cooperativeness are also highly rated characteristics, as one would expect. More interesting, however, is the comparison of employer and employee views of what characteristics employers expect their workers to have. In Table XCVI, employers and their employees agree that productivity is most desirable. Deaf employees believe their employers more satisfied with the worker who is cooperative and who takes intiative. Although reliability is ranked second-highest by employers, responses from their deaf employees indicate that they hardly regard reliability as something employers view as desirable. Unsatisfactory job performance, according to the deaf women, is evidenced by the worker who is uncooperative, inaccurate and unproductive, in that order. Their employers, on the other hand, regard the unproductive worker as most undesirable, and are concerned secondarily with the uncooperative worker.

TABLE XCVI. Comparison of Positive and Negative Characteristics of Workers (in Percentages) as Seen by Employers and Employees.

	Positive		Negative	
Characteristic	Boss	Wkr.	Boss	Wkr.
Productive	28	29	25	19
Reliable	17	2	14	14
Takes initiative	15	24	14	7
Cooperative	15	21	17	27
Late - absent	10	6	12	13
Accurate	9	11	11	20
Presentable	6	7	7	-
Total	100	100	100	100
(N)	(15)	(69)	(15)	(53)

TABLE XCVII. Coefficients of Correlation between Employers' and Employees' Ratings on Four Attitudinal Scales.

Scale	N	r
1. How satisfied is employee with the job?	16	-.001
2. How satisfied is employee with the employer?	16	.420
3. How satisfied is employer with the employee?	16	.051
4. How well does employee get along with co-workers?	14	.580*

*significant beyond .05 level.

The ratings made by employers on the four scales were correlated with the corresponding ratings made by the deaf women interviewed. The resultant coefficients of correlation are shown in Table XCVII. The only scale for which a significant correlation is noted is for Scale 4 in the table, how the deaf worker gets along with her co-workers, and then, is significant only at the .05 level. One might assume that there is a lack of communication, at both the verbal and the interpersonal level, between employers and employees, from the lack of correlation; and that agreement is reached only when third parties (the co-workers) are interjected as an external criterion for evaluation.

Parents' Scale

Parental estimates of daughters' overall satisfaction with their jobs were obtained. The mean rating of parents for daughters' satisfaction was 74.9, which compares favorably with that of the corresponding daughters (76.4). Rat-

TABLE XCVIII. Positive and Negative Job Factors Given as Anchor-points by Parents in Rating Their Daughters' Overall Satisfaction with Last Job.* (N=27)

Job factors	Positive N	Positive %	Negative N	Negative %
Co-workers	22	32	16	41
Employer	11	16	5	13
Pay	7	10	4	10
Work environment	6	9	3	7
Location	5	7	5	13
Work itself (interesting)	5	7	2	5
Work itself (easy)	4	6	2	5
Security	3	5	1	3
Benefits	2	3	-	-
Hours	2	3	1	3
Total	68	98	39	100

*Verbatim responses were as follows:

Co-workers - good friends, deaf people to talk to, friendly people, some deaf people, nice people, leave her alone, sense of belonging, accepted by hearing people, male companionship, people pay attention to her / people talk about her, unfriendly people, no deaf people there, people don't bother with her, she doesn't get along with people, only girls or old people there, only females, not treated fairly, ignore her, foreigners, arguments all the time, people who waste time, unfair (do not share work). Employer - boss considerate, understands her problems, people are treated fairly, nice boss, boss satisfied with her, understanding boss, boss leaves her alone, someone who would be interested in her / people cheat her, bad boss, boss doesn't understand her, boss pushes her, not wanted, doesn't accept her. Pay - good pay / poor pay, not fair pay for status. Work environment - office, nice surroundings, clean work, smaller place / factory, dirty place, big place - gets lost. Location - good transportation, good neighborhood, close by, likes to work in New York / bad transportation, bad location, rural. Work itself - interesting work, something useful, wants responsibility and trust, varied work, being able to do job well / uninteresting work, slow, not able to do job well, monotonous work. Work itself - easy job, not too much pressure / hard work. Security - steady work / not steady. Benefits - benefits, raises / none. Hours - no overtime, full time / part-time.

ings of parents and daughters, when correlated, yielded a coefficient of .668, significant beyond the .01 level. Positive and negative job factors viewed by parents as contributing to daughters' job satisfaction are listed in Table XCVIII.

TABLE XCIX. Comparison of Positive and Negative Job Factors (in Percentages) as Seen by Parents and Employees.

Job factor	Positive		Negative	
	Parent	Wkr.	Parent	Wkr.
Pay	20	10	17	10
Co-workers	16	32	20	41
Work itself (easy)	14	6	19	5
Work environment	11	9	5	7
Location	10	7	7	13
Benefits	9	3	7	-
Work itself (interesting)	8	7	8	5
Employer	7	16	8	13
Hours	2	3	3	3
Security	3	5	6	3
Other	-	-	1	-
Total	100	98	101	100
(N)	(77)	(27)	(59)	(27)

The parents rate co-workers as the most contributory factor to their daughters' satisfaction on a job; employers, the second-most; and pay is ranked third-highest. A greater percentage of negative job-factor responses is noted for co-workers, indicating that parents view maladjustment with co-workers as a major reason for job dissatisfaction in their daughters.

Table XCIX compares parents' and daughters' rankings of positive and negative job factors. Parental views differ markedly from their daughters' views as to which factors constitute satisfaction or dissatisfaction with a job. This may be explained by a lack of communication between parent and daughter, but more probably is a reflection of the parents' injections of their own concerns for their daughters' adjustment to the vocational setting.

TABLE C. Mean Scale Scores of the Five Attitudinal Scales for Verbal Rankings of Overall Job Satisfaction.

Scale*		Very satis.	Satis.	Not satis. not dissatis.	Dissatis.	Very dissat.
I	N	46	33	16	11	2
	Mean	82.2	76.3	65.8	38.7	6.0
II	N	47	31	17	11	3
	Mean	82.4	75.8	65.6	46.4	44.3
III	N	54	31	17	11	3
	Mean	82.3	79.9	73.8	51.3	62.3
IV	N	51	31	18	10	3
	Mean	86.4	81.8	85.1	83.1	77.3
V	N	49	27	15	9	3
	Mean	79.3	74.3	71.4	65.0	62.3

* I Overall satisfaction with job
II Overall satisfaction with occupation (type of job)
III Satisfaction with employer
IV Self-perception of employer's satisfaction with subject
V Self-perception of ability to get along with co-workers

Verbal and Nonverbal Scales

During the course of the interview, deaf respondents were asked to give verbal statements as to their overall satisfaction with a job. Statements were categorized according to a 5-step scale from *very satisfied* to *very dissatisfied*. Later, subjects were required to rate themselves on nonverbal scales that yielded numerical equivalents of attitudes of job satisfaction. Those nonverbal ratings for subjects who gave verbal responses in the *very satisfied* category were averaged, and mean scores for each of the scales were derived. Similarly, mean scores were obtained for each verbal category from the ratings on the five scales dealing with aspects of job satisfaction, and are presented in Table C. Mean ratings for each of the scales are presented inasmuch as a significant correlation was obtained between overall job satisfaction (scale I) and each of the remaining four scales relating to job satisfaction.

While all nonverbal ratings decrease as the degree of satisfaction expressed in verbal statements decreases, the ranges of differences between upper and lower mean scores vary from 9 to 76 points among the scales. There does not appear to be much differentiation, numerically speaking, in the upper end of the verbal scale; there are differences in the order of only 5 points between very satisfied and satisfied, and in some cases, between satisfied and not satisfied, not dissatisfied. Attention is directed, however, mainly to the mean ratings for scale I, which is the direct nonverbal counterpart of the verbal categories. It appears that both techniques of scaling, verbal and nonverbal, are quite equivalent and that there does not seem to be much of a difference which technique is used. It must be remembered, however, that the deaf people interviewed, by and large, were capable of giving either (or both) of the ratings asked of them.

References

1. Tarnapol, L. and Tarnapol, J., How top-rated supervisors differ from the lower-rated, Personnel and Guidance Journal, 1956, 34, 331-335.

CHAPTER IX

CONCLUDING STATEMENT

The Lexington School project in vocational research primarily was concerned with discovering how its former pupils fared, once they entered the occupational world. We were also interested in the nature of adjustment to the world of work, in addition to determining vocational attainment. Results of the study show that the deaf woman who works parallels her hearing peer in many respects. Her training, status, and expectations are consonant with the milieu in which she works. Academically-trained deaf women approximate more closely middle-class expectations for women who work: they are found in the clerical occupations, take relevant training after leaving the school for the deaf, are able to earn good salaries (commensurate with their positions), function adequately with their employers and co-workers, and work for reputable companies in relatively favorable locations. The academically-trained group appear to be more aware of societal expectations and possessed the general social skills and the motivation to make changes from job to job that they felt necessary. The vocationally-trained deaf woman, who was somewhat older at the time of school-leaving and who had a slightly lower, albeit normal, IQ and educational acheivement record, emerges as a worker in less skilled occupations, receiving less pay, holding fewer jobs, reluctant about changing jobs, and less concerned with possibilities for advancement by seeking further training. The group has adopted a different set of goals than the academically-trained. The mixed group fall somewhere between the academic and vocational groups, in general, and have not accepted their current work situation; moreover, they display relatively little movement to change and meet their expectations.

There appears to have been a selection factor that separated these girls at some point in their educational careers. The selection may have been made, in part, on the basis of objective data from school records. Undoubtedly, further criteria for selection were those intangibles of motivation, adjustment to adults and peers, level of communicative skills, and "personality" of the pupils, as evaluated periodically by teachers and supervisors. There are relatively few people concerned with the education of the deaf who can refrain from making subjective assessments and predictions of this sort. The sources of these intangibles that educators use in evaluation often extend beyond the classroom to the socio-economic, cultural, family and community backgrounds from which the deaf child comes and into which he must eventually return. One area that appears promising is the longitudinal investigation of the three-way interaction of parent, child, and school throughout the child's educational career.

Many of the women worked in occupations for which they had been trained at Lexington, but several did not. There appears to be a greater motivation to utilize skills when the individual is older and when she is in a better position to make her own choice of training. In terms of vocational attainment, the most important skills that the school can impart, for the academic and mixed groups, are those in language, communication, and general awareness of the occupational world — the ability to comprehend and cope with what exists in the environment outside the school. For the vocationally-trained group, the situation is not the same. An evaluation must be made of the effectiveness of increased exposure to academic training. Vocationally-trained girls left the school for the deaf with usable work skills that were translated into secure jobs. Without this training, these potential workers might never have attained the levels noted in our results.

The motivation to work and the nature of the satisfactions for deaf women generally follow patterns that occur for hearing women workers. There are, however, greater concerns with conditions at work and interpersonal relations and fewer concerns with pay, advancement, and security. Although these women work for economic gain, they judge their satisfaction on the job by other criteria. From the employers' point of view, these women are satisfactory workers, although allowances are often made in favor of their handicap. On the whole, deaf women were relatively satisfied with their roles as workers in the occupational world, and their employers found them to be satisfactory workers.